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ABSTRACT

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (LRA)

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ED177335

Resources in Vocational Education 11

1978 Volume 11 Number 5

CE 022 943

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Foreword

Finding available information is a major task for researchers, curriculum specialists, teachers, administrators, and students. The National Center for Research in Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared bimonthly by the staff of the National Center for Research in Vocational Education under a contract with the U.S. Office of Education, Bureau of Occupational and Adult Education. Included are abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or hard copy from the ERIC Document Reproduction Service (EDRS). Microfiche also is available in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordination centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research material for possible inclusion in future issues of *Resources in Vocational Education*.

Robert E. Taylor, Executive Director
National Center for Research in Vocational Education

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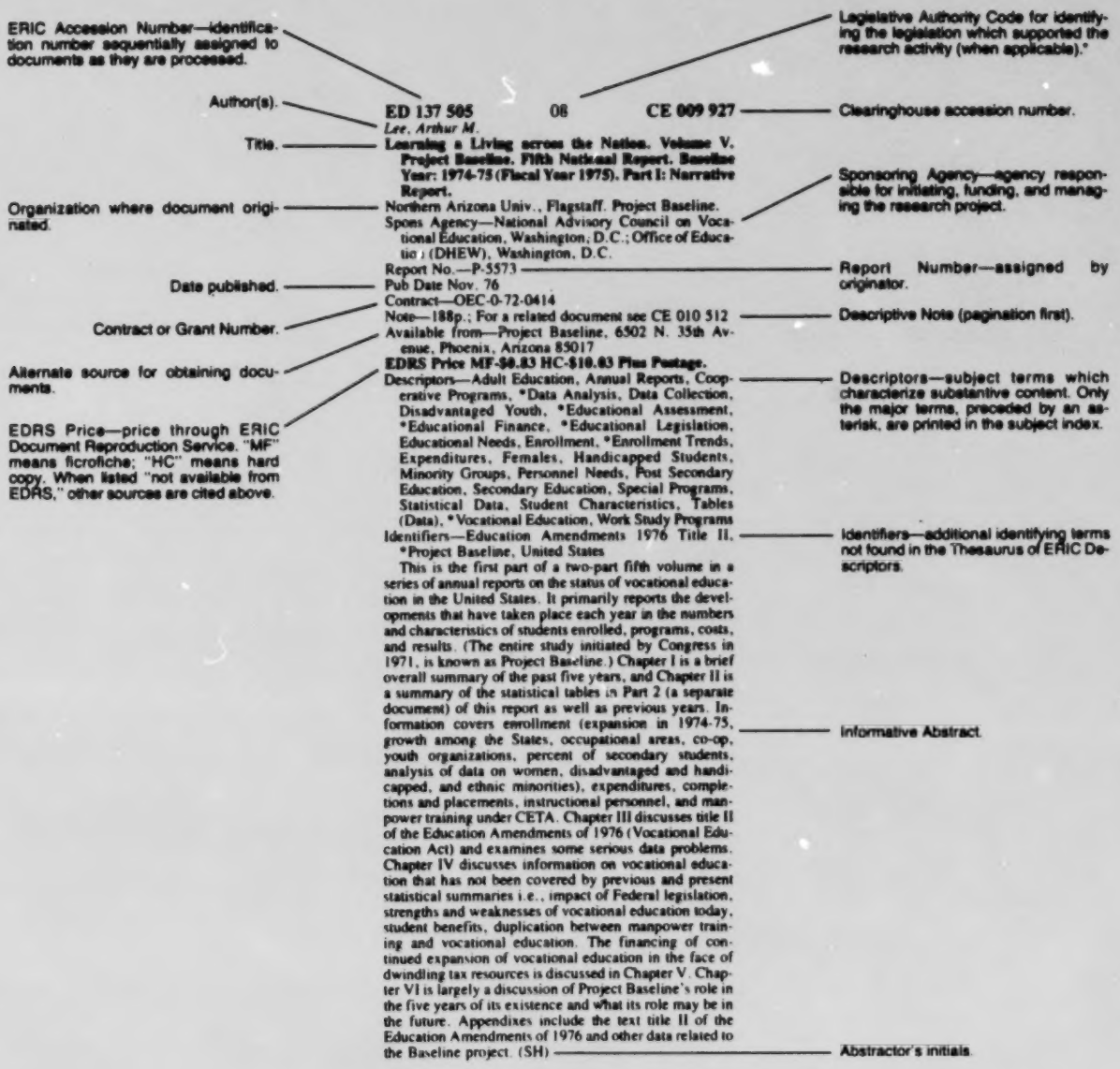
Sample Document Resume


ERIC Accession Number—identification number sequentially assigned to documents as they are processed.
Author(s).
Title.
Organization where document originated.
Date published.
Contract or Grant Number.
Alternate source for obtaining documents.
EDRS Price—price through ERIC Document Reproduction Service. "MF" means ficrofiche; "HC" means hard copy. When listed "not available from EDRS," other sources are cited above.
Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*
Clearinghouse accession number.
Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.
Report Number—assigned by originator.
Descriptive Note (pagination first).
Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.
Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.
Informative Abstract.
Abstractor's initials.
ED 137 505 08 CE 009 927
Lee, Arthur M.
Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part I: Narrative Report.
Northern Arizona Univ., Flagstaff. Project Baseline.
Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Educatio ; (DHEW), Washington, D.C.
Report No.—P-5573
Pub Date Nov. 76
Contract—OEC-0-72-0414
Note—188p.; For a related document see CE 010 512
Available from—Project Baseline, 6502 N. 35th Avenue, Phoenix, Arizona 85017
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—Adult Education, Annual Reports, Cooperative Programs, *Data Analysis, Data Collection, Disadvantaged Youth, *Educational Assessment, *Educational Finance, *Educational Legislation, Educational Needs, Enrollment, *Enrollment Trends, Expenditures, Females, Handicapped Students, Minority Groups, Personnel Needs, Post Secondary Education, Secondary Education, Special Programs, Statistical Data, Student Characteristics, Tables (Data), *Vocational Education, Work Study Programs
Identifiers—Education Amendments 1976 Title II, *Project Baseline, United States
This is the first part of a two-part fifth volume in a series of annual reports on the status of vocational education in the United States. It primarily reports the developments that have taken place each year in the numbers and characteristics of students enrolled, programs, costs, and results. (The entire study initiated by Congress in 1971, is known as Project Baseline.) Chapter I is a brief overall summary of the past five years, and Chapter II is a summary of the statistical tables in Part 2 (a separate document) of this report as well as previous years. Information covers enrollment (expansion in 1974-75, growth among the States, occupational areas, co-op, youth organizations, percent of secondary students, analysis of data on women, disadvantaged and handicapped, and ethnic minorities), expenditures, completions and placements, instructional personnel, and manpower training under CETA. Chapter III discusses title II of the Education Amendments of 1976 (Vocational Education Act) and examines some serious data problems. Chapter IV discusses information on vocational education that has not been covered by previous and present statistical summaries i.e., impact of Federal legislation, strengths and weaknesses of vocational education today, student benefits, duplication between manpower training and vocational education. The financing of continued expansion of vocational education in the face of dwindling tax resources is discussed in Chapter V. Chapter VI is largely a discussion of Project Baseline's role in the five years of its existence and what its role may be in the future. Appendixes include the text title II of the Education Amendments of 1976 and other data related to the Baseline project. (SH)

DOCUMENT RESUMES

The document resumes presented in this section have been numerically ordered by ED number. Users may scan this section for documents of interest, or they may use the Subject, Author, or Institution Index to locate documents in a specific field or produced by a particular author or institution.

ED 145 167 CE 012 823

Payton, George T.

The Measurement of Attitudes of Chicano Freshmen Who Are Preparing for a Criminal Justice Career.

San Jose Community Coll. District, Calif.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Apr 75

Note—33p.; Best copy available

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Academic Achievement, Community Colleges, Criminal Law, Discriminatory Attitudes (Social), *Dropout Rate, Educational Discrimination, Educational Research, Junior College Students, *Law Enforcement, *Mexican Americans, Minority Groups, *Occupational Aspiration, Police, Post Secondary Education, Questionnaires, *Student Attitudes, Vocational Education, Work Attitudes

Identifiers—California

An eight-year study of the academic performance and dropout rate of Chicano students majoring in law enforcement was conducted at San Jose City College. The study revealed that during the first semester Chicano students had a higher dropout rate and lower grades than the class as a whole. However, by the second year, the dropout rate was not significantly different from the total class average; and during the last three years of study, the Chicano students were getting a high percentage of the top grades in the class. A second phase of the study sought to include Chicano students from 18 other community colleges in California. A questionnaire was administered to all law enforcement majors in these colleges to measure personal attitudes and expectations about a career in law enforcement. Verbal comments and responses contributed by the students after the questionnaire were also recorded. Some of the basic findings were that the percentage of Chicano students majoring in law enforcement is higher than the statewide percentage of Chicano citizens and that after the first semester, the Chicano student does not differ academically from the non-Chicano student. A chi square formulation was used to analyze the responses for significant differences, and several differences were identified. The survey instrument and statistical tables are appended. (BM)

ED 145 168 CE 012 824

Strom, Lawrence H.

A Study of Articulation Practices in Selected Industrial Education Programs between Public Secondary Schools and Community Colleges in California. Final Report.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—1 May 77

Note—59p.; Page 15 may not reproduce clearly because of a stain

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Administrative Personnel, Admissions Counselors, *Articulation (Program), *College School Cooperation, Community Colleges, *Counselors, Educational Research, *Industrial Education, Program Administration, Program Coordination, Secondary Education, Secondary School Counselors, Staff Role, Trade and Industrial Education, Vocational Education, *Vocational Education Teachers

Identifiers—*California

The purpose of the study was to ascertain the nature and extent to which articulation practices are used in selected industrial education programs of California public secondary schools and community colleges. Hypotheses were tested for significance of difference in the mean scores between secondary and community colleges at the personnel levels on three articulation dimensions of information, communication, and interaction. The testing was done by having administrators, counselors, and teachers at 50 community colleges and 50% of the secondary schools within the boundaries of these community colleges to complete an articulation information form which had been pilot tested at both educational levels. After analysis of the data, the following conclusions were drawn: Little coordination now exists between administrative levels for purposes of vertical articulation; a lack of vertical articulation exists between counselors at community colleges and public secondary schools; vertical articulation was not apparent between industrial education teachers at the two educational levels studied; professionals who are not directly involved in the delivery of industrial education instruction in the classroom have different perceptions of vertical articulation than do teachers; industrial education faculty at both educational levels do not agree that program interaction exists between the two levels. (BM)

ED 145 169 CE 012 842

Parker, Lois And Others

Administrative Handbook on Student Internships.

Montgomery County Public Schools, Rockville, Md. Div. of Career and Vocational Education.

Pub Date—77

Note—47p.; Parts of appendixes may reproduce marginally

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrator Guides, Business, *Career Education, *Career Exploration, Educational Alternatives, Field Experience Programs, Government (Administrative Body), Industry, *Internship Programs, Legal Responsibility, *Program Administration, *Program Coordination, *Program Development, Program Guides, Research, School Policy, Secondary Education, Social Services

Identifiers—Maryland, Maryland (Montgomery County)

Designed to assist administrators, teachers, and counselors with the development, implementation, and administration of a student internship program, this administrative handbook begins with a program description of an internship program in Montgomery County, Maryland, in which students are released from school for part of the day or part of the school year to complete a nonpaid career education assignment in business, government, industry, research, or social service. The policies, procedures, and related information needed to assist in the development of an effective student internship program are presented including information about goals and objectives, types of programs, administrative guidelines and responsibilities, coordinator responsibilities, student selection and enrollment, credit and grading policies, legal and insurance issues, and safety and transportation issues. The appendixes include sample forms for evaluation, application, placement, and attendance, copies of Maryland child labor laws, workmen's compensation law regarding work permits, and child labor laws regarding hazardous occupations, and a schedule of the internship offerings in Montgomery County Public Schools. (BM)

ED 145 171 CE 012 850

Borhani, Rahim, Comp. And Others

Kansas Administrators and Teachers Curriculum Plans for Secondary Career Education Infusion.

Hutchinson Comm. ity Junior Coll., Kans.

Spons Agency—Kansas State Dept. of Education, Topeka.

Pub Date—77

Note—839p.

EDRS Price MF-$1.50 HC-$44.87 Plus Postage.

Descriptors—*Career Education, Career Planning, Counseling Programs, Curriculum, *Curriculum Development, Curriculum Guides, Educational Objectives, Elementary Grades, Elementary School Curriculum, *Fused Curriculum, High School Curriculum, Instructional Materials, Intermediate Grades, *Learning Activities, Occupational Guidance, *Program Administration, Program Development, Program Planning, Resource Materials, Secondary Education, Secondary Grades, Teacher Developed Materials, Units of Study, *Vocational Counseling, Vocational Education

Identifiers—Kansas

The career education infusion plans compiled in this document were developed by Kansas counselors, teachers, and administrators in a secondary career education workshop. The following curriculum areas are included: administration, counseling, English and foreign languages, fine arts, library and media services, industrial arts, vocational education and business, math, physical education and health, science, special and elementary education, and social science. These curriculum plans have been arranged in alphabetical order and divided into eleven sections. Within each section, three to five reports are included to provide the reader with career education objectives and student activities. For example, discussion in the administration section includes a proposed shadowing program, and several implementation plans submitted by individual schools; the counseling section contains discussion of implementing career education through the guidance and counseling program, reorganizing career education for a pilot middle school program, a job hunting lesson guide, a model career development program for students, and developing a guide for the counseling center. Student activities in the curriculum areas are arranged under the following categories: subject, topic, grade level, time required, career components (self, work, leisure, resources), activities, material resources, human resources, outcomes, and career objectives for the school staff.) (TA)

ED 145 172 CE 012 852

Lynn, J. J.

Teaching Interpersonal Relationship Skills.

California State Dept. of Education, Sacramento. Vocational Education Services.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jun 76

Note—244p.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Affective Objectives, Career Education, Cognitive Objectives, Cognitive Style, Cognitive Tests, Discussion (Teaching Technique), Educational Research, *Films, *Interpersonal Competence, Interpersonal Relationship, Lecture, Methods Research, *Multimedia Instruction, Personality Tests, *Program Effectiveness, Reading Materials, *Skill Development, *Teaching Methods

Identifiers—California Psychological Inventory

This study investigated the effects of three methods of teaching interpersonal relationship skills with the film "Relationships with Other People." The three methods of instruction were presentation of film only, print-based material, and formal classroom instruction. The following pre- and posttest instruments were administered to 210 California students randomly selected from three regional occupational programs: the Sociability, Achievement via Independence, and Tolerance scales of the California Psychological Inventory and a semantic differential test and criterion referenced test, both constructed by the experimenter. The data collected were statistically analyzed according to the fourteen hypotheses concerning the effects of the treatment. The major findings were these: The film produced both affective and cognitive growth in interpersonal relationship skills in most students, especially the high achievement via independent students; the amount of growth was directly related to the amount of additional instructional material used; and low tolerance students may need alternate, presently undetermined methods of instruction in interpersonal relationship skills in order to show significant affective gains. The appendixes include the film script, the print-based materials, copies of the pre- and posttest instruments, and the raw data. (Author/BM)

ED 145 173 CE 012 870

Meers, Gary D.

Development and Implementation of Program Models for Assisting Vocational Teachers in Dealing with the Educationally Disadvantaged, Handicapped, and Minorities. Final Report.

Nebraska Univ., Lincoln.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 77

Contract—G00-75-00434-D

Note—141p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Attitude Tests, Delivery Systems, Demonstration Programs, *Disadvantaged Youth, Educationally Disadvantaged, Educational Research, *Handicapped Students, *Inservice Teacher Education, *Minority Groups, Post Secondary Education, *Preservice Education, Program Validation, Secondary Education, Special Education, Teacher Education, *Vocational Education Teachers, Workshops

Identifiers—Nebraska

The purpose of this study was to develop and evaluate pre- and inservice models for the delivery of informational services to vocational teachers of special needs youth. The preservice model was campus-based and designed for undergraduate vocational students. The inservice model was field-based and designed for vocational teachers presently teaching in classrooms and laboratories. A special vocational needs attitude scale was developed and used to assess the attitudinal changes that occurred as a result of the inservice workshop treatment. Four two-day workshops for inservice vocational teachers were conducted throughout the state of Nebraska, involving a total of 120 teachers. The following conclusions are based upon the analysis of data and the nonstatistical observations: The workshop training assisted the participants in achieving a greater understanding and sensitivity to learners who are handicapped, members of minorities, or disadvantaged; the special vocational needs attitude scale served as a measure of treatment effectiveness as well as a focusing agent; the workshop model served well throughout the project and was transportable throughout the state; and the components of the preservice model were integrated into teacher preparation programs for vocational teachers. The attitude scale, a sample resource packet, the slide-tape narration, and the workshop outline are included in the appendixes of this document. (Author/BM)

ED 145 174 CE 012 874

Youth Employment and Training Act of 1977 and Related Legislation; Hearings before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, First Session on H.R. 6138, to Provide Employment and Training Opportunities for Youth. Hearings Held in Washington, D.C., April 19, 21, 27, and 28, 1977.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—77

Note—572p.; Not available in hard copy due to small type of original document

EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Opportunities, Community Programs, Conservation (Environment), *Federal Aid, *Federal Legislation, *Federal Programs, Federal State Relationship, *Job Training, On the Job Training, Program Evaluation, State Federal Aid, Vocational Education, Young Adults, *Youth Employment, Youth Opportunities, Youth Programs

Identifiers—Comprehensive Employment and Training Act

Oral and written statements presented to the Subcommittee on Employment Opportunities regarding the Youth Employment and Training Act of 1977 and related legislation are presented in this hearings record. Texts of the remarks are printed in chronological order, while the names of the presenters are listed alphabetically in the contents. Oral proceedings are followed by prepared statements, letters, and supplemental materials, e.g., "Case Studies: CETA Funded Classroom Training," "Final Report to the National Advisory Council on Vocational Education (NACVE)," and "Youth Unemployment Testimony" (by a NACVE task force). The full text of the Youth Employment and Training Act of 1977 (H.R. 6138), an amendment to the Comprehensive Employment and Training Act of 1973, is also included. (BL)

ED 145 175 CE 012 876

Altschuld, James W. Terry, Terese

A Sampler of Innovative Program Ideas for Ohio's Community Action Agencies.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Ohio State Dept. of Economic and Community Development, Columbus.

Pub Date—Apr 77

Note—27p.; For a related document see CE 012 875

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Action Programs (Community), Adolescents, Community Action, *Community Agencies (Public), *Disadvantaged Youth, *Educational Innovation, Educational Programs, Employment Opportunities, Financial Support, *Job Training, Out of School Youth, *Program Descriptions, Program Improvement, Program Planning, Vocational Counseling, Vocational Education, Youth Programs

Identifiers—Ohio

Based on a case study of training programs in Ohio community action agencies which serve economically disadvantaged youth from ages 14 to 21, this document contains a collection of innovative ideas and programs. The programs presented are divided into three main sections: in-school programs, out-of-school programs, and other ideas. Most of the programs described are currently in operation in a community action agency but are not widespread across the state. Each program description includes a program title, suggested funding sources, a summary of the general nature of the program, and a special notes/comments section. Nine program ideas are described in the in-school and out-of-school program sections. The third section contains ten innovative suggestions for improving the operation of individual programs as well as overall agency functioning. (BM)

ED 145 176 CE 012 877

Larson, David U.

Technician. Career with a Future.

Pub Date—Sep 77

Note—92p.; Original page 92, containing the booklet "The Value of a College Education," was copyrighted and therefore removed; Best copy available and print is small in parts

Available from—Impressions, 615 North Capitol Avenue, Lansing, Michigan 48933 ($2.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Career Choice, Career Planning, *College Choice, College Credits, College Environment, Credits, *Decision Making, Educational Planning, Guides, Individual Development, Information Sources, Post Secondary Education, *Student Adjustment, *Technical Education, *Technical Occupations

This workbook is designed to provide helpful tips and useful information for anyone interested in a technical career. Through the ten chapters presented, information is provided to help the user select a career field of study, design a program of courses, verify that the program is correct, investigate possible schools, get through course work, overcome typical problems, and draw a continuing education plan. Charts and forms are included that allow the user to write in answers for specific activities. Chapter 1, Definition of a Technician, discusses typical employment activities, briefly describes twenty-three technology programs, and offers a list of resource materials. Chapter 2, Select a Career Field, provides a list of questions for assessing one's job preferences and provides addresses for professional groups in the technology field. Chapter 3, Check out the Career, offers a prioritized list of contacts to aid in making a career decision. Chapter 4, Take A Personal Inventory, primarily focuses on sources of educational credits. Outlines for a program of study, including selecting educational methods and investigating colleges, and adjusting to classes and the educational environment are discussed in chapters 5 through 8. Chapter 9 offers tips for succeeding in school, and chapter 10 discusses how to plan for the future in relation to the changing job market for technological careers. (SH)

ED 145 178 CE 012 918

Blew, Carol Holliday And Others

Project New Pride. Denver, Colorado. An Exemplary Project.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date—Jul 77

Contract—J-LEAA-030-76

Note—153p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Alternative Schools, Correctional Education, Counseling, Crime, Cultural Enrichment, Delinquency, *Delinquency Prevention, Delinquent Identification, *Delinquent Rehabilitation, Guidelines, Job Placement, Learning Disabilities, Program Descriptions, *Program Development, Recreational Activities, *Rehabilitation Programs, Socially Deviant Behavior, Vocational Education, *Youth, Youth Programs
Identifiers—Colorado (Denver)

Project New Pride, a positive approach for dealing with juvenile delinquents with lengthy criminal records and social adjustment problems, is described in this report. The introduction includes the following: a discussion of the problems of juvenile offenders and their present treatment; an overview of the project and its services, which include alternative schooling, correction of learning disabilities, vocational training, job placement, counseling, recreation, and cultural activities; and an overview of the six succeeding chapters, which are intended as a resource manual. These chapters explain the following: the development and organization of the project; referral, selection, and intake processes; operations; costs and results; evaluation guidelines; and replication issues. Appended are the alternative school curriculum materials, the curriculum design for the learning disabilities center, and the Denver High Impact Anti-Crime Program evaluation report. (BM)

ED 145 182 CE 012 925

McMillan, Kathleen A.

Minorities and Women in Private Industry 1975: An Analysis of EEO-1 Employment. Research Report No. 54.

Equal Employment Opportunity Commission, Washington, D.C.
Pub Date—77
Note—59p.; This report was prepared in the Research Division, Equal Employment Opportunity Commission
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 052-015-00040-5)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—American Indians, Asian Americans, Blacks, Blue Collar Occupations, Employment Level, *Employment Patterns, Employment Statistics, *Equal Opportunities (Jobs), *Industry, Labor Force, Labor Market, Mexican Americans, *Minority Groups, Occupational Surveys, Portuguese Americans, *Private Agencies, Racial Discrimination, Sex Discrimination, Spanish Americans, White Collar Occupations, *Working Women
Identifiers—Equal Employment Opportunity Commission

Based on the annual reports filed by private employers indicating the sex and racial/ethnic makeup of their employees, employment statistics were gathered by sex for each of nine major occupational categories and for each of four minority groups: Blacks, Hispanics, Asian Americans, and American Indians. In 1975, individual reports were filed for some 150,000 establishments employing 29.9 million persons. These employees included 4.9 million minority group members and 11.1 million women. Blacks were 10.7% of private industry's workers; Hispanics, 4.3%; Asian Americans, 0.9%; and American Indians, 0.3%. Relatively large proportions of the Asian American and Black employees were women. In every one of the white-collar occupations, Blacks and Hispanics were underrepresented. Asian Americans were well-represented in many of the white-collar occupations, particularly as professionals and technicians, but underrepresented in managerial participation, sales positions, and in every blue-collar occupational category. American Indians exceeded their total participation rate in each of the blue-collar and service job categories. Women constituted 37.1% of all private sector employees reported, but were underrepresented in the higher earning white- and blue-collar jobs. Instead they accounted for 80% of the clerical workers and more than one-half of the service employees. (BM)

ED 145 183 CE 012 926

Mosher, Lottie

Training Experiences and Early Employment Patterns: Experiences with the Portland WIN Voucher Training Program.

Bureau of Social Science Research, Inc., Washington, D.C.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Program Evaluation.
Report No.—BSSR-0510-1
Pub Date—Aug 77
Contract—51-11-73-02
Note—292p.; Type is small in some parts
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Descriptors—*Educational Alternatives, *Educational Finance, *Education Vouchers, Feasibility Studies, Incentive Systems, *Individual Power, *Job Training, Motivation Techniques, Off the Job Training, Participant Satisfaction, Program Effectiveness, *Vocational Education, Vocational Followup, Vocational Training Centers, Welfare Recipients, Welfare Services
Identifiers—Oregon, Work Incentive Program

A program to test the feasibility of vouchering vocational training for clients of the Work Incentive Program (WIN) was conducted in Portland, Oregon. (Vouchering places the buying power for institutional training into the hands of the clients, thus allowing them greater autonomy in deciding their own occupational destiny.) One hundred and fifty-four voucher recipients were interviewed on three occasions: at the time of committing vouchers to schools, at the end of training, and one year following training. A comparison group of 163 regular trainees was interviewed once. Data on the training experiences and early labor force behavior was collected. The data suggested that voucher participants were as likely as regular participants to be satisfied with their training, to complete their training, and to express satisfaction with their jobs. Voucher participants were more likely than regular WIN recipients to earn at a high rate ($411 or more per month) on their first job after vocational training. (Author/BM)

ED 145 184 CE 012 927

The Reading Teaching Technician. Occupational Education Research Project. Final Report.

Greensboro City Public Schools, N.C.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.
Pub Date—31 Jul 77
Note—64p.; Best copy available
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—College School Cooperation, Core Courses, Course Descriptions, Educational Programs, Elementary Education, Graduate Students, Higher Education, Instructional Aids, Junior Colleges, *Paraprofessional School Personnel, *Program Development, *Program Effectiveness, Program Evaluation, *Reading Difficulty, Reading Improvement, Reading Instruction, *Reading Programs, School Districts, *Teacher Education, Technical Institutes, Universities
Identifiers—North Carolina

A project designed to train paraprofessional personnel (technicians) who could materially assist elementary classroom teachers in working with atypical readers is reported in two separate sections. The first section, titled "Highlights of the Reading Teaching Technician Project," describes the background, operation, dissemination, and projections of the project, which involved three institutions in a cooperative arrangement: a university that provided graduate students to train the reading technicians, a two-year technical institute that gave technicians diploma credit for their work, and the local educational agency in whose elementary reading program the technicians worked. A listing of course descriptions and requirements for both the two-year and one-year reading teaching technician program are appended to this section. The second section, titled "Project Evaluation," contains the unedited report of the project's external evaluator and a discussion of the extent to which the project met its predetermined objectives: to train the technicians, to elevate the children's reading skills, to prepare doctoral-level university students to deal with reading problems of public school administrators, and to generate a disseminatable model for such activity. The evaluator's conclusion is that an adequate training program was developed between the university and the institute with the children receiving substantial help in reading and the graduate students having extensive leadership and teaching opportunities. (BM)

ED 145 185 CE 012 928

Dow, Ruth McNabb

Changing Societal Roles and Teaching.

Home Economics Education Association, Washington, D.C.
Pub Date—76
Note—47p.; Type is small in some parts
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Changing Attitudes, Civil Liberties, *Civil Rights, Class Activities, Discriminatory Attitudes (Social), Futures (of Society), Human Living, *Learning Activities, Legal Problems, *Life Style, Role Conflict, Sex Discrimination, *Sex Role, Sex Stereotypes, *Social Change, Socialization, Social Relations, Teaching Guides

This handbook for home economics teachers as well as those teaching social studies and consumer education is designed to provide content and numerous student activities that explore the nature and effects of changing roles in society, particularly sex-related roles. The handbook begins with a brief section containing ten short single paragraph case situations involving sexually biased attitudes and practices; and content on the effects of socialization and sex role stereotyping, coping as a single person, employability at any age, and sharing roles. The remainder of this booklet covers seven topics, with each including specific content, numerous suggested classroom activities (some involve the use of the ten aforementioned case situations), and teaching objectives and evaluative techniques for some of the activities. The seven topics and some of their subdivisions follow: recognizing and breaking the stereotype mold, socializing males and females (remaining single, later marriage, smaller families/no children, single parenthood, and career and/or homemaking), recognizing more life style options, recognizing legal rights (employment, divorce/desertion/separation, property and estate planning, children's rights, and housing), developing attitudes and skills for employability (practicing assertiveness and decision making, education as a lifelong goal, and developing career awareness), becoming flexible in roles (sharing tasks and responsibilities), and identifying and promoting needed legislation. (EM)

ED 145 186 CE 012 931

Educational Policy and Planning. Transition from School to Work or Further Study in Australia.

Organisation for Economic Cooperation and Development, Paris (France).
Pub Date—76
Note—211p.; Several diagrams and charts may not reproduce clearly
Available from—Director of Information, Organisation for Economic Cooperation and Development, 2, rue Andre-Pascal, 75775 Paris Cedex 16, France (ISBN-92-64-11586-2, $10.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Opportunities, *Educational Policy, Employment Opportunities, Foreign Countries, Higher Education, Labor Market, Post Secondary Education, *Secondary Education, Statistical Data, Student Adjustment, Student Attitudes, Student Behavior, *Student College Relationship, Student Reaction, *Student School Relationship, Tables (Data), Technical Education, *Vocational Adjustment

Identifiers—*Australia

Prepared as background material for the Organisation for Economic Co-operation and Development's review of Australian education policy on the transition from school to work or further study, this document contains a general overview of Australian education and a more detailed discussion of the following aspects associated with the subject of the review: secondary schooling; the transition to work; and further study opportunities in technical and further education, universities, and colleges of advanced education. A statistical appendix which provides data on the population, labor force, and the education system is also included. Reference is made throughout the document to data in the appendix and additional statistical information is included in some chapters. (BM)

ED 145 187 CE 012 932

Humphrey, Melvin

Black Experiences Versus Black Expectations. (A Case for Fair-Share Employment.) Research Report No. 53.

Equal Employment Opportunity Commission, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—120p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Black Employment, Blacks, Economic Status, *Employment Level, Employment Patterns, Employment Practices, Employment Projections, Employment Qualifications, Employment Statistics, Employment Trends, *Equal Opportunities (Jobs), Labor Market, Labor Supply, Manpower Utilization, *Mathematical Models, Private Agencies, Professional Occupations, Racial Differences, *Racial Discrimination, *Trend Analysis

Identifiers—Civil Rights Act 1964 Title VII, Equal Employment Opportunity Commission

Providing an account of black employment in the private sector between 1969 and 1975, the objectives of this study were designed to develop statistical models for estimating the employment gap between black employment experiences and black employment expectations; projecting employment gap closures; estimating the economic impact of employment discrimination upon blacks; explaining the employment patterns of blacks; and comparing the available pool of black labor with the total demand for labor. All data were collected from the Equal Employment Opportunity (EEO-1) Employer Information Reports. The principal findings were the existence of an employment gap in all six job categories included in this study; some improvement in the overall posture of black workers, although limited; continued existence of gaps between the earnings of black and white workers; an increase in the economic impact of employment discrimination; a favorable impact on the changes in black participation rates brought about by the enforcement of Title VII of the Civil Rights Act of 1964; and more stringent educational requirements for blacks over whites when competing for jobs. The study concluded that if given equal opportunity for employment, there are enough blacks with the educational requirements to close the employment gap; however, even with continued increases in black employment availability and participation rates, it will be the twenty-first century before the employment gaps will close. (Statistical tables are included in the document.) (BM)

ED 145 188 CE 012 934

Minnesota Bilingual Vocational Training Project. Final Report.

Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—30 Aug 77

Contract—558AH50072

Note—123p.; hard copy not available due to poor legibility of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Access to Education, Admission (School), Area Vocational Schools, *Bilingual Education, Career Awareness, Educational Counseling, Educationally Disadvantaged, *Guidance Programs, Post Secondary Education, Regular Class Placement, *Remedial Programs, Secondary Education, *Spanish Speaking, Student Personnel Services, Student Recruitment, *Vocational Education

Identifiers—*Minnesota, Saint Paul Technical Vocational Institute MN

Organized in September, 1975, to facilitate the vocational training of limited English-speaking Latinos, the Minnesota Bilingual Vocational Training Project (MBVTP) was centered at St. Paul Technical-Vocational Institute. Staff included director, job specialists in charge of recruitment, programming, counseling retention, and job placement, and vocational teachers who developed a program of preparatory studies. Activities included (1) increasing Latino awareness of all possible occupational areas, (2) facilitating their admission into the training program of their choice, (3) remaining cognizant of the special characteristics that have previously prevented them from succeeding in vocational institutes and providing them with counseling and special support services to enable them to utilize existing training facilities and resources, thus insuring not only their recruitment, but also their successful completion of the program and subsequent job placement, and (4) mainstreaming the successful MBVTP into regular state programming within two years. During the two years more than 500 limited English-speaking Latinos have applied, more than 330 have been enrolled, 160 have entered preparatory programs, and nearly 200 have begun vocational training. So far 48 have also earned GEDs, and more than 40 have successfully completed training programs. Activities included inservice workshops for staff. An evaluation at the end of the first year (including five questionnaires for students and two for staff) showed that all were satisfied with the project and hoped it would continue. At the end of the eighteen-month federal funding period, the project was continued using state funds. (JT)

ED 145 189 CE 012 941

Lamatina, Robyn

Twenty Trades to Read About.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—EN-450

Pub Date—Sep 77

Note—99p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($2.50 plus postage)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Adult Basic Education, *Career Awareness, Classroom Materials, *Content Reading, *Occupations, *Reading Comprehension, *Reading Instruction, Reading Materials, Secondary Education, Trade and Industrial Education, Workbooks

This workbook for vocational high school students with reading difficulties contains instructional materials on twenty different vocational areas. The introductory note indicates that it was written with as low a readibility level as was practical to enable the students to read as much as possible without interruption. The content is in twenty three- to four-page units, each one centering around a different occupational area. Each unit includes a short (one-page) reading selection describing the occupation and five written exercises relating to ten specific words taken from the selection. Unit titles are Auto Body, Auto Mechanics, Baking, Carpentry and Cabinetmaking, Electrical Trades, Fashion Design, Commercial Foods, Health Occupations, Ornamental Horticulture, Plumbing, Painting and Decorating, Machine Shop, Upholstery, Welding, Graphic Arts, Air Conditioning and Refrigeration, Commercial Art, Drafting, Cosmetology, and Diesel Mechanics. Lists of the vocabulary words, alphabetical and by unit, are appended. (EM)

ED 145 190 CE 012 942

Consortium for Sharing Instructional Materials. Occupational Education Research Project. Final Report.

North Carolina State Dept. of Community Colleges, Raleigh.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Pub Date—30 Jun 77

Note—67p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Clearinghouses, *Community Colleges, *Consortia, Educational Coordination, *Instructional Materials, Instructional Materials Centers, *Interinstitutional Cooperation, Resources, State Federal Aid, *State Programs

Identifiers—Consortium for Sharing Instructional Materials, *North Carolina

A consortium was formed to experiment in sharing instructional ideas and materials among the membership of the North Carolina community college system for the purpose of improving the quality and efficiency of instruction by increasing the availability of high quality instructional materials while at the same time decreasing the costly duplication of effort in developing such materials. Representatives at member institutions located and screened materials for input to a clearinghouse, and they handled negotiations involving sharing among institutions. The clearinghouse maintained detailed listings of its materials and distributed a newsletter describing new materials available and communicating consortium internal affairs information. The project was considered successful in that 53 of the 57 North Carolina community colleges had joined the consortium and over 200 listings of materials had been received. However, the actual amount of sharing was difficult to pinpoint and promotion of increased participation and sharing by the institutions was recommended. Other recommendations included focusing on the selection, qualifications, and duties of the institutional contact person, and seeking additional funding. Over half of this report is comprised of an appendix which contains various sample report forms, by-laws of the consortium, a chart of the organizational structure, and a handbook for the contact person. (BL)

ED 145 191 CE 012 945

Lambert, Roger H. And Others

Wisconsin Occupational Information System. Annual Progress Report. July 14, 1976-July 13, 1977. Second Year of Operation.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Department of Labor, Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Aug 77

Note—166p.; Parts may not reproduce clearly due to print quality

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Career Opportunities, *Career Planning, *Computer Oriented Programs, Data Collection, Delivery Systems, Employment Opportunities, Employment Potential, Employment Trends, Information Dissemination, Information Services, *Information Systems, Occupational Guidance, *Occupational Information, Program Evaluation, State Programs, Youth Employment

Identifiers—Wisconsin, *Wisconsin Occupational Information System

The 1977 activities and progress of the Wisconsin Occupational Information System (WOIS) are described in this second annual report. An introduction presents an overview of WOIS, including a description of the computerized system, which is designed to provide quick, accurate, up-to-date occupational information for career decision making to a variety of persons. The body of the report is divided into seven sections: (1) administrative and organizational information, including the staffing pattern and job description for WOIS; (2) information development; (3) delivery systems; (4) user services (product, price, inservice, promotion-marketing information); (5) evaluation; (6) financial information (WOIS salaries and wages, direct and indirect costs) and (7) future directions for information delivery, information development, user services, and evaluation procedures. Data tables are presented throughout the report, and a ninety-three-page appendix includes such items as a sample occupational description, sample quickie questionnaires, a user services brochure, and sample user survey sheets. (BL)

ED 145 192 CE 012 947

Smith, Amanda J.

New Pioneers. The North Carolina Program to Eliminate Sex Bias in Occupational Education. Reflections and Recommendations.

North Carolina State Dept. of Public Instruction, Raleigh.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jan 77

Note—106p.; Some pages are marginally legible due to print quality

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Agricultural Education, Business Education, Career Awareness, *Change Strategies, Demonstration Programs, Distributive Education, Educational Alternatives, *Educational Change, Educational Improvement, Educational Innovation, Enrollment Trends, Equal Education, Females, Health Occupations Education, Home Economics, *Inservice Teacher Education, Males, Program Effectiveness, Secondary Education, *Sex Discrimination, Sex Role, Sex Stereotypes, State Departments of Education, State Programs, Trade and Industrial Education, *Vocational Education

Identifiers—North Carolina

Designed to eliminate sex bias in occupational education, a strategic model for change in the educational system and an inservice program to implement the model were developed by the North Carolina Department of Public Instruction. Over 1700 teachers, representing 74 of North Carolina's 148 local education agencies, participated in the inservice training which prepared them to be trainers in their own school systems. An eight-point philosophical approach guided the activities of the project. A variety of print and media products were developed for inservice instructional needs and resources for the teachers. The results indicated that it is possible for two people, with a modest budget and with strong administrative backing, to use the leverage of the state education agency to effect institutional change. After one year's effort, the following changes in enrollment were evidenced: nearly 1,000 more girls in agriculture; 1,300 more boys in home economics; 700 more girls in trade and industrial education, and substantial increases in industrial arts and occupational awareness. In the second year, female enrollment in agriculture rose to over 1,700 and male enrollment in home economics to over 2,100. There were no significant changes in health occupations, education, business and office education, or distributive education. (Focus throughout the report is on why various approaches did or did not work.) (BM)

ED 145 193 CE 012 960

An Evaluation of the V-TECS Curriculum in Mississippi. Final Report.

Mississippi Univ., University. Bureau of Educational Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—15 Aug 77

Contract—V-C-77-SB-I-77-1

Note—73p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Administrator Attitudes, Community Colleges, Consortia, Curriculum Evaluation, Educational Resources, *Instructional Materials, Junior Colleges, Performance Based Education, Performance Criteria, Post Secondary Education, *Program Effectiveness, Program Evaluation, Secondary Education, *Teacher Attitudes, Technical Education, Technical Institutes, Vocational Directors, *Vocational Education, Vocational Education Teachers

Identifiers—*Mississippi, *Vocational Technical Education Consortium States

To evaluate the utility and appropriateness of the Vocational-Technical Education Consortium of States (V-TECS) curriculum materials used by vocational and technical instructors in Mississippi, a series of personal interviews were conducted with 62 program directors and 215 faculty members (from both the junior college and secondary levels) who had received the V-TECS materials. After analyzing the data, it was found that only 35% of the directors noted the V-TECS program as appropriate for their overall program and only 44% of the instructors used the program after having received the catalogs. The varied uses of the program and the reasons why the majority of instructors chose not to use the V-TECS materials were summarized. Based upon these summary points, it was concluded that the V-TECS materials are a compendium of outstanding research and planning by professions in the field and should be utilized in vocational technical programs, but with the following considerations: The catalogs, as they are now organized, should not be used as a student textbook; the instructors should be given extensive inservice training; the appropriate catalog should be selected for inservice programs and individual programs; and more coordination between high school and postsecondary programs is needed. (The interview questionnaires and schedules are appended to this document.) (Author/BM)

ED 145 194 CE 012 963

Bello, Ann And Others

Factors Which Predict Success or Failure in an Associate Degree Nursing Program. Final Report.

Norwalk Community Coll., Conn.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Connecticut Vocational Education Research and Planning Unit, Hartford.

Pub Date—30 Jun 77

Note—159p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, Admission Criteria, Associate Degrees, Educational Research, *Failure Factors, Grade Prediction, Junior Colleges, *Junior College Students, *Nursing, Predictive Ability (Testing), *Predictive Measurement, *Predictor Variables, Program Improvement, *Success Factors

A study was done to identify factors which predict success or failure of students in an associate degree nursing program using the completion of the program and passage of the State Board Test Pool Examination (SBTPE), which leads to licensure as a registered nurse, as success criteria. Pre-program and program data and SBTPE scores were collected from the files of 358 students who had entered the nursing program from its beginning in 1969 through 1974. The conclusions included the following: Valid factors predictive of success/failure was best determined by age, Comparative Placement and Guidance Program (CGP) reading and sentence scores, and high school algebra grades; and college science grades were the best predictors of success for the program data. Recommendations included the following: Increasing the selectivity of the admissions process, requiring a minimum grade of C in the college science courses for continuation in the nursing program, and establishing pre-admission remedial reading comprehension and mathematics courses as well as providing supportive remedial services during the program. (EM)

ED 145 195 CE 012 967

Benedict, Paul L. Haines, David G.

Preparation of Prospective Teachers for Career/-Vocational Education. Final Report.

Eastern Connecticut State Coll., Willimantic.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Connecticut Vocational Education Research and Planning Unit, Hartford.

Pub Date—Jun 77

Note—39p.; For a related document see ED 136 057

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Career Awareness, *Career Education, Career Exploration, Curriculum Development, Curriculum Evaluation, Demonstration Projects, Field Experience Programs, *Fused Curriculum, Higher Education, *Practicums, Preservice Education, Program Descriptions, Program Effectiveness, Teacher Education, *Teacher Education Curriculum, Undergraduate Study, Vocational Education, *Work Attitudes

Identifiers—Eastern Connecticut State College

During the second year of a projected three-year pilot program developed to help future teachers learn how to infuse career education into their future teaching experiences, twenty-nine students participated in a three-course, nine-semester-hour program offered by Eastern Connecticut State College, which included two supervised seven-week internships in a local business, industry, or social agency. The program was designed to meet the following objectives: to affect positive attitudes toward the dignity of work; to bring about realistic understandings about the complex nature of the world of work; to develop understandings about the contributions of schools to the well-being of people; to teach ways in which curriculum materials in career education can be used in the regular school program; and to provide opportunities for exposure to a variety of career-related experiences. Results following the project evaluation indicated that the students involved demonstrated substantial growth in their knowledge about career education, attitudes toward the world of work, and understanding of the role of schools in career education as compared to a control group of other college students and teachers in the field. Conclusions were drawn concerning the strengths and weaknesses of the program, and recommendations were made regarding modifications for the proposed third year. (Data and evaluation from the first year of the project are reported in a separate document). (BM)

ED 145 196 CE 012 969

Sen, Satyakam

Survey of Environmental Technician Employment Needs in Solid Waste Occupations.

Northwestern Connecticut Community Coll., Winsted.

Spons Agency—Connecticut Vocational Education Research and Planning Unit, Hartford.; Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 77

Note—83p.; Several pages may not reproduce well due to blurred type

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Employment Opportunities, Employment Potential, *Employment Projections, Employment Qualifications, Employment Trends, *Environmental Technicians, Job Market, Job Skills, Job Training, Management, *Manpower Development, *Manpower Needs, Manpower Utilization, National Surveys, Occupational Surveys, Salaries, State Surveys, *Waste Disposal

Identifiers—Connecticut

A study was done to determine the extent of current employment, expected job growth, necessary job skills, and the educational background preferred by employers in the solid waste field. Eight different questionnaires were developed and representatives of the solid waste management industry from 1,004 state agencies, municipalities, and private companies, both within Connecticut and nationwide, were surveyed. Based on 297 responses, there were 7 conclusions, some of which follow: There will be a steady increase of manpower requirements in resource recovery and hazardous waste management areas as well as the demand for skilled labor increasing and unskilled labor decreasing; many towns in Connecticut having less than 20,000 population will continue to use sanitary landfill operations whereas larger towns will be using resource recovery methods; and in municipalities, nationwide, the development of sanitary landfill operations requiring both skilled and semi-skilled labor is the trend. Some of the recommendations included the need for vocational educational institutions to collaborate with local, State, and Federal agencies to meet the manpower needs of the future in the field of solid waste management, and the need for a systems analysis on State and Federal levels to correlate and consolidate data on the technological training required to meet tomorrow's employment needs in solid waste occupations. (The eight questionnaires are appended.) (EM)

ED 145 197 CE 012 972

Swartz, Carl

Educational Looping OR Why Do Four Year College Graduates Return to Community Colleges for Vocational Training. Final Report.

Mohegan Community Coll., Norwich, Conn.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Connecticut Vocational Education Research and Planning Unit, Hartford.

Pub Date—15 Jun 77

Note—48p.

Available from—Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Vocational Education, Career Opportunities, Career Planning, *College Graduates, Community Colleges, *Educational Needs, Educational Research, Employment Opportunities, Job Market, Job Skills, *Job Training, Junior Colleges, Vocational Development, *Vocational Retraining

Identifiers—Connecticut, Educational Looping

A study was done to (1) determine how extensive is the need for vocational education for college graduates who must return for job-entry level course work (educational loopers), (2) determine the kinds of vocational course work the returning graduate desires, (3) investigate the reasons the college graduate has chosen to return to a college vocational program, and (4) make recommendations on the advisability and availability of a definite vocational curriculum. A questionnaire was distributed to students in occupational education courses at five Connecticut community colleges who had identified themselves as loopers (four-year college graduates). Based on the responses received from forty-nine students ranging in age from twenty-two to fifty-eight years old, it was concluded that the looping phenomenon is the result of (1) an educational background which failed to provide marketable skills, (2) an apparent lack of commitment to provide vocational guidance at the universities and colleges, (3) changes in the labor trends of the marketplace, (4) a more complex work environment which requires more job training, (5) people who have never set occupational goals, and (6) changing economic and social trends which redefine the role of women. (This report concludes with seven recommendations to facilitate the specialized needs of loopers. The questionnaire and a summary of responses are appended.) (EM)

ED 145 198 CE 012 974

Salas, John C. Palleria, Edmund

An Analysis of Graduates' Occupational Patterns as an Aid to Local Planning for Vocational and Career Education. Final Report.

Hamden Public Schools, Conn.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Connecticut Vocational Education Research and Planning Unit, Hartford.

Pub Date—30 Jun 77

Note—50p.; Best copy available

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Career Education, Educational Research, Graduate Surveys, High School Curriculum, *High School Graduates, Job Satisfaction, Longitudinal Studies, *Occupational Aspiration, Post Secondary Education, *Program Attitudes, *Program Effectiveness, Program Planning, *Relevance (Education), Secondary Education, Vocational Adjustment, *Vocational Development, Vocational Education, Vocational Followup, Work Experience

Identifiers—Connecticut, *Connecticut (Hamden)

A study was done assessing the responses of 2,000 Hamden High School (Connecticut) graduates at three-, six-, and nine-year intervals after graduation to determine the extent to which the quality and availability of the high school instructional offerings affected their academic and occupational proficiency. Data collection involved (1) the gathering of transcript information, including academic and occupational course credit, and quality point ratios, and (2) surveying the graduates to obtain information about occupational mobility, occupational experience, monthly salary, post-high school education/training, institutions attended and the years attended, and attitudes toward the need for career and vocational education. Based on 419 responses, five conclusions were derived: (1) The graduates are college-oriented individuals, (2) participation in occupational courses did not change over a nine-year period, (3) the graduates were not achieving their post-high school occupational endeavors, (4) the graduates were achieving their post-high school education/training endeavors, and (5) positive attitudes toward occupational courses could be stimualted by programs demonstrating a relevance between the application of educational skills and occupational or career opportunities. It is recommended that the results be used for curriculum modification, program evaluation research, and inservice education strategy development. (The survey questionnaire is appended.) (EM)

ED 145 206 CE 013 042

Williams, Michael J. And Others

A Curriculum Guide for Industrial Arts Activities for the Elementary School Educable Mentally Retarded Student.

Central Connecticut State Coll., New Britain. School of Technology.

Pub Date—May 77

Note—104p.; Best copy available

EDRS Price MF-$0.83 HC-$4.81 Plus Postage.

Descriptors—Aptitude Tests, Curriculum Guides, *Educable Mentally Handicapped, Educational Legislation, Elementary Education, Federal Legislation, *Individualized Instruction, *Industrial Arts, *Learning Activities, Middle Schools, Regular Class Placement, Special Education, Student Characteristics, Student Evaluation, *Student Projects, Teaching Techniques, Vocational Education

The curriculum guide contained in this document was developed to illustrate to teachers of educable mentally retarded (EMR) students, at the elementary and middle school levels, how hands-on activities can be used to complement academic subjects by bringing instruction down from an abstract to a concrete level. The guide is also designed for use by industrial arts instructors working with mainstreamed educable mentally retarded students alone or in cooperation with a special educator. Major discussion centers on (1) recent legislation; (2) the individualized education plan; (3) environmental and learning characteristics of the EMR; (4) teaching methods appropriate for EMR students; (5) industrial arts objectives for EMR students; (6) an example of a pretest to allow the instructors to ascertain a student's knowledge level and manual skills ability with regard to tools used in hands-on activities; (7) suggested projects including a description of the project, the materials and tools required, the construction procedure, pre-project preparation suggestions for the special education and industrial arts instructors, behavioral objectives related to the project; and a working drawing of the project; and (8) a tools and supply list. An evaluation form that can be used by the instructor to measure student comprehension, performance, and attitudes at the end of the project construction activities, a vocational behavior rating scale, and a bibliography are appended. (Author)

ED 145 208 CE 013 045

Slavney, Gerry

Pre-Postsecondary Program. A Social Science Careers Curriculum.

Kent State Univ., Ohio. Dept. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—31 Aug 75

Note—168p.; For related documents see CE 013 045-047 and ED 120 571

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Behavioral Sciences, *Career Choice, Career Education, College Bound Students, *College Preparation, Curriculum Development, Curriculum Guides, Educational Objectives, Field Experience Programs, Fused Curriculum, Grade 11, Grade 12, High School Curriculum, *Learning Activities, Mathematics Curriculum, Occupations, Professional Occupations, Psychology, Senior High Schools, Simulation, *Social Sciences, Sociology, Time Blocks, Units of Study

Identifiers—Ohio

This curriculum guide, developed during a pilot project at three sites in Ohio during the 1973-75 period, is designed for the teacher implementing a pre-postsecondary program in social science careers for eleventh and twelfth grade students. The guide contains an introduction, a section on program philosophy and assumptions, elements of a pre-postsecondary program (including block-time scheduling, simulated activities, field experiences, career

guidance, and individualization), plus content outlines and class activities. Activities (intended to take two years) are outlined across the areas of psychology, sociology, mathematics, and career and personal development in a core format designed to enable the student to see the applicability of the topics and concepts and to see the holistic nature of knowledge. The content outline correlates an activity number with a specific topic in one of the major activity areas. (TA)

ED 145 209 CE 013 046

Troyer, Robert And Others

Pre-Postsecondary Program. An Engineering Careers Curriculum.

Kent State Univ., Ohio. Dept. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—31 Aug 75

Note—164p.; For related documents see CE 013 045-047 and ED 120 571 ; Best copy available

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Career Choice, Career Education, *Career Exploration, Chemistry, College Bound Students, *College Preparation, Curriculum Development, Curriculum Guides, Educational Objectives, *Engineering, Field Experience Programs, Fused Curriculum, Grade 11, Grade 12, High School Curriculum, *Learning Activities, Mathematics Curriculum, Occupations, Physics Curriculum, Professional Occupations, Science Curriculum, Senior High Schools, Simulation, Time Blocks, Units of Study

Identifiers—Ohio

This curriculum guide, developed during a pilot project at three sites in Ohio during the 1973-75 period, is designed for the teacher implementing a pre-postsecondary program in engineering careers for eleventh and twelfth grade students. The guide contains an introduction, a section on program philosophy and assumptions, elements of a pre-postsecondary program (including block-time scheduling, simulated activities, field experiences, career guidance, and individualization), plus content outlines and class activities. Activities (intended to take two years) are outlined across the areas of mathematics, science (chemistry and physics), career investigation, and additional topics in a core format designed to enable the student to see the applicability of the topics and concepts and to see the holistic nature of knowledge. The content outline correlates an activity number with a specific topic in one of the major activity areas. (TA)

ED 145 210 CE 013 047

Miller, Laurie And Others

Pre-Postsecondary Program. A Health Careers Curriculum.

Kent State Univ., Ohio. Dept. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—31 Aug 75

Note—230p.; For related documents see CE 013 045-047 and ED 120 571 ; Best copy available

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Anatomy, *Career Choice, Career Education, *Career Exploration, Chemistry, College Bound Students, *College Preparation, Curriculum Development, Curriculum Guides, Educational Objectives, Field Experience Programs, Fused Curriculum, Grade 11, Grade 12, *Health Occupations, Health Occupations Education, Health Personnel, High School Curriculum, *Learning Activities, Mathematics Curriculum, Nutrition, Physics Curriculum, Physiology, Professional Occupations, Psychology, Science Curriculum, Senior High Schools, Simulation, Sociology, Technical Writing, Time Blocks, Units of Study

Identifiers—Ohio

This curriculum guide, developed during a pilot project at three sites in Ohio during the 1973-75 period, is designed for the teacher implementing a pre-postsecondary program in health careers for eleventh and twelfth grade students. The guide contains an introduction, a section on program philosophy and assumptions, elements of a pre-postsecondary program (including block-time scheduling, simulated activities, field experiences, career guidance, and individualization), plus content outlines and class activities. Activities (intended to take two years) are outlined across the areas of mathematics, science (anatomy, physiology, chemistry, nutrition, physics, psychology, sociology, and technical writing), career investigation, and personal development in a core format designed to enable the student to see the applicability of the topics and concepts and to see the holistic nature of knowledge. The content outline correlates an activity number with a specific topic in one of the major activity areas. (TA)

ED 145 211 CE 013 065

Proceedings into the Eighties. Conference on Occupational Teacher Education (Springfield, Illinois, May 14-16, 1975).

Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.Illinois State Univ., Normal.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—May 75

Note—114p.; Parts of Appendix may be marginally legible due to print quality of original; Best copy available

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Conference Reports, Educational Objectives, *Futures (of Society), Models, *Performance Based Teacher Education, Program Improvement, *Program Planning, Specialist in Education Degrees, Specialists, State Programs, Teacher Qualifications, Teaching Skills, *Vocational Education, Vocational Education Teachers

Identifiers—*Illinois

Proceedings are reported of a conference for Illinois occupational teacher educators designed to share with them information and materials developed in selected projects and to involve them in long-range planning for program improvement. Following a brief introductory section, the report presents summaries of the conference presentations given by representatives of three state agencies and by directors of recent projects funded by the Division of Vocational and Technical Education. The titles of these presentations are Out of the Seventies-Into the Eighties; Illinois Education/1975 (Film Script); A Manual of Procedures for Approving Illinois Teacher Education Institutions and Programs; Preservice Occupational Program; Administration by Competency; Capstone; Career Guidance Coordinators; Health Occupational Teacher Education Program; Instructional Management Program to Advance Career Training; and Occupational Education Administration. The appendix includes reports of conference discussions held by the following task force planning groups: administration; applied biological and agricultural occupations; business, marketing, and management occupations; elementary, career education, and guidance; health occupations; industrial oriented occupations; and personal and public service occupations. (EM)

ED 145 212 CE 013 073

National Planning of Vocational and Technical Training. Colombo Plan Seminar. (Thimphu, Bhutan, April 19-22, 1976)

Colombo Plan Bureau (Sri Lanka).

Pub Date—Apr 76

Note—98p.; Parts of document may be marginally legible due to print quality

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Developing Nations, Economic Development, Human Resources, International Organizations, International Programs, Labor Economics, *Manpower Development, Manpower Needs, *National Programs, *Program Planning, Skilled Labor, Technical Assistance, Technical Education, *Vocational Education, Vocational Training Centers

Identifiers—Asia (Southeast), *Bhutan, *Colombo Plan

Focusing on the last in a series of seven seminars conducted by the Colombo Plan Bureau between 1969 and 1975 on the theme, "National Planning of Vocational and Technical Training," this report presents the proceedings of a seminar on the vocational education and training needs of one of the Colombo Plan members, Bhutan. Five working papers which provided the basis for discussion by the forty-eight participants are presented: (1) "The Economy of Bhutan," (2) "Skilled Manpower Requirements of Bhutan," (3) "Initiating a National Programme for Vocational Training," (4) "Human Resource Development in an Agrarian Economy," and (5) "The Colombo Plan and Bhutan." Seven speeches delivered during the opening and closing sessions are included, as well as recommendations resulting from the discussions held during plenary sessions. (BL)

ED 145 213 CE 013 074

Colombo Plan Intra-Regional Technician Training Colloquium (6th, Kuala Lumpur, Malaysia, April 21-25, 1975).

Colombo Plan Bureau (Sri Lanka).

Pub Date—Apr 75

Note—234p.; The print is light and the type is small

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Craftsmen, *Developing Nations, *Economic Development, Educational Innovation, Educational Research, Human Resources, Industrial Technology, *International Programs, Manpower Development, Manpower Utilization, Skilled Workers, Technical Assistance, *Technical Education, *Technical Occupations, Vocational Education, Vocational Training Centers

Identifiers—*Asia (Southeast), Colombo Plan

Proceedings of the Sixth Colloquium on Intra-Regional Technical Training sponsored jointly by the Colombo Plan and the Government of Malaysia are presented in this report. Four working papers are presented centered around three main areas of concern: influence of technical education on economic development; how the status of technicians could be improved; and identification of areas of research and innovation. Discussions by the thirty-nine delegates which followed each paper are included. Answers to questionnaires previously submitted to each delegation relative to technical educational development in their respective countries are also provided. (The individual countries are Bangladesh, Fiji, India, Indonesia, Iran, Republic of Korea, Laos, Malaysia, Nepal, Pakistan, Papua New Guinea, Philippines, Singapore, Sri Lanka, and Thailand.) Speeches and addresses delivered during the inaugural session, statements by organizational and educational representatives and observers, and closing speeches are included. (BL)

ED 145 214 CE 013 078

Niehaus, Richard J.

Computer-Assisted Manpower Models Using Goal Programming. OCP Research Report No. 32.

Office of Civilian Manpower Management (Navy), Washington, D.C.

Spons Agency—Navy Personnel Research and Development Center, San Diego, Calif.

Pub Date—Jul 77

Contract—NPRDC-WR-70006

Note—36p.; Paper presented at the International Symposium on Extremal Methods and Systems Analysis (University of Texas, Austin, September 13-15, 1977)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Computer Oriented Programs, *Manpower Development, *Manpower Utilization, *Mathematical Models, *Measurement Goals, Models, *Organizational Effectiveness, Personnel Management, Personnel Policy
Identifiers—Navy

This monograph reviews the development of goal programming models, discusses their current status, and projects research frontiers. An introductory section presents a brief history of the models and acknowledges the work of several authors in the field. The bulk of the paper is devoted to the presentation of aggregate model structures (including initial models, variations, transformations, and reduced versions) and how they can be linked to planning, e.g., program planning and equal employment opportunity planning. Another section describes assignment/distribution model structures, and the concluding section focuses on extensions of the models and possible future research. (BL)

ED 145 215 CE 013 083

Tradevman 1 & C. Naval Education and Training Command. Rate Training Manual and Nonresident Career Course. Revised.
Naval Education and Training Command, Washington, D.C.
Pub Date—77
Note—303p.; For a related document see ED 120 421
Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. (Stock Number 0502-LP-051-8910)
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors—Administration, Air Conditioning, Closed Circuit Television, Digital Computers, *Educational Equipment, *Electronic Equipment, Enlisted Personnel, *Equipment Maintenance, Independent Study, Instructional Materials, *Job Training, Manuals, *Military Training, Promotion (Occupational), Simulators
Identifiers—Navy

Designed as a self-study text for enlisted personnel of the Navy and Naval Reserve, this rate training manual presents information that is directly related to the professional standards for advancement to Petty Officer Third Class and Petty Officer Second Class in the Tradevman (TD) rating. (Tradevmen install, repair, modify, and maintain audiovisual aids; perform organizational and intermediate level maintenance on training devices; operate and maintain equipment used in conjunction with training devices; operate training devices and ancillary equipment to train and maintain proficiency of individuals and/or terms; assist in development, operation, and/or improvement of programs of supported activities; and construct, devise, or obtain training aids. Assignment billets include fleet submarine and fleet ballistic missile submarine trainers, radar bomb scoring units, and others.) Topical sections of the manual are as follows: administration and supply; supervision of maintenance and operations; principles of air conditioning; simulator motion systems; closed circuit TV: optics, cameras, control units, transmission; closed circuit TV: receivers, maintenance, and applications; introduction to digital simulator systems; and digital systems troubleshooting. A listing of general purpose digital computers incorporated in COG'20' training equipment is appended. The manual is indexed. The nonresident career course which follows the main manual consists of assignments and technical questions based on the occupational standards. (BL)

ED 145 216 CE 013 084

Fillenberg, Carl K.
Business and Office Education Audio-Response Research Project. Final Report.
Colorado State Board for Community Colleges and Occupational Education, Denver.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—Jun 76
Note—154p.; Budgetary information and the copyrighted article "Oral Communication Is a Business Skill Too" have been removed from the appendixes ; Best copy available
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Audio Active Laboratories, Audio Equipment, Audiolingual Skills, *Business Education, *Communication Skills, Employment Interviews, *Office Occupations Education, Secondary Education, Secondary School Students, Self Concept, *Self Esteem, *Skill Development, Teaching Techniques, Verbal Ability, Vocational Education
Identifiers—Colorado

Because employers substantiated that business and office education students often do not obtain jobs due to an inability to communicate effectively in an interview and a lack of confidence in verbal expression, a three-year project was designed to study the effects of instruction by audio-response (AR) equipment as a means of improving self-confidence and verbal participation in class. An experimental group was taught by the AR method in selected business classes while the control group was taught by the traditional methods. It was found that students who used AR for one semester significantly improved their verbal communication delivery skills. Those who used AR for two semesters, exhibited even greater improvement. However, the students did not significantly improve in self-confidence. An additional accomplishment of the study was the documenting of successful ways to use AR (e.g., the same equipment used for AR was utilized for training advanced business students in dictation and transcription) and what problems should be anticipated. (BM)

ED 145 217 CE 013 085

Evaluating Programs for the Disadvantaged. Final Report.
Colorado State Univ., Ft. Collins. Dept. of Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Colorado State Board for Community Colleges and Occupational Education, Denver. Div. of Occupational Education.
Pub Date—[76]
Note—57p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Attitudes, Class Attendance, Disadvantaged Youth, Handicapped Students, *Material Development, *Measurement Instruments, Program Descriptions, *Program Effectiveness, *Program Evaluation, Public Relations, Secondary Education, *Special Education, Special Education Teachers, Student Attitudes, Teacher Attitudes, *Vocational Education, Vocational Education Teachers, Vocational Followup
Identifiers—Colorado

A study was conducted to develop a packet of individual instruments for use in evaluating and perfecting the effectiveness of all special vocational education programs in Colorado. Nine special programs located in schools in eastern Colorado were selected for the study. A literature review, on-site observations, and individual interviews were used to gather information for the development of the instruments. Nine instruments were developed and designed to measure general attitude, student attitude, vocational teacher attitude, special program information, related instructional material, attendance and tardiness, public relations, student follow-up, and special program follow-up. The completed instruments were tested by gathering data from selected students in three different types of programs which were represented in the nine programs included in the study. The nine instruments proved to have content validity and were concluded to be reliable. (All nine instruments are included in the appendix of this document.) (BM)

ED 145 218 CE 013 106

Ohio's Career Continuum: Family Life, Motivation, Orientation, Exploration, Vocational or Pre-Professional Training, Adult, Technical and Collegiate Training. Career Exploration Program. Grades 9-10. Career Development Component.
Ohio State Dept. of Education, Columbus.
Report No.—CEP-9-10-5966
Pub Date—76
Note—442p.
Available from—Ohio State Department of Education, Columbus, Ohio 43215
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Agricultural Production, *Behavioral Objectives, Business Subjects, Career Education, *Career Exploration, Curriculum Guides, Educational Resources, English Curriculum, Fine Arts, Grade 9, Grade 10, Health Education, High School Curriculum, Home Economics, Industrial Arts, *Learning Activities, Lesson Plans, Mathematics Curriculum, Science Curriculum, Secondary Education, Social Studies, State Curriculum Guides, *Units of Study, *Vocational Development
Identifiers—Ohio

This curriculum guide on career exploration for ninth and tenth grade teachers is designed as an experimental curriculum to facilitate the interfacing of career education concepts with the instructional program goals in individual school situations. This guide begins with several short sections discussing the career education continuum, Ohio's career development program and its components, the grades 9-10 Career Exploration Program, procedures for Individual Work Experience (IWE), guidance program involvement, and the relationship of career development to instruction. The remainder of the document consists of suggested lesson formats which relate subject matter and career development areas. The lessons, varying in length from four to thirty-eight pages, each consist of an instructional goal; a developmental goal; correlated behavioral objectives and learning activities; lists of resources, supplies, and materials; and teacher evaluation questions. The subject areas and examples of related career developmental areas covered in the lessons are business education (decision making), English (employability and work adjustment skills), fine arts (the individual and the environment), guidance (self), health and physical education (economics), home economics (decision making and world of work), industrial arts (individual and the environment), mathematics (economics), production agriculture (education and training), science (decision making), and social studies (individual and the environment). (EM)

ED 145 220 CE 013 165

Case, James B. Edsall, Al
Innovative Educational Professional Development Program for Nevada Vocational Personnel.
Nevada Univ., Las Vegas. Dept. of Secondary Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—15 Oct 74
Note—14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Articulation (Program), *Bachelors Degrees, College Credits, Degree Requirements, Delivery Systems, *Educational Alternatives, Educational Resources, Higher Education, Inservice Teacher Education, Interinstitutional Cooperation, Junior Colleges, Program Descriptions, *Program Development, School Community Cooperation, *Staff Improvement, Teacher Certification, *Teacher Education, Vocational Education, *Vocational Education Teachers
Identifiers—*Nevada

Since the results of a survey indicated that for the 1971-72 school year, forty-nine vocational teachers

in the Nevada secondary school system had less than a baccalaureate degree, and that a large percentage of them had very little assistance in developing and/or learning teaching skills (although they were well prepared in their speciality), an educational professional development program for vocational personnel in Nevada, developed by the University of Nevada, Las Vegas, was designed basically for teachers in the field. The program's delivery system incorporated alternative approaches for individuals to obtain a baccalaureate degree and included such features as articulation with the Community College Division of Nevada, equating previous occupational experience to college credit, arranging credit for off-campus inservice programs, exposure to the special needs of the handicapped and disadvantaged, availability for full-time or part-time students, and cooperation with local labor groups and state-wide labor agencies. (This report describes the development and implementation of the professional development program for vocational personnel in Nevada, including the delivery system and its components, and the model for earning a baccalaureate degree and teacher certification.) (SH)

ED 145 222 CE 013 180

Competency Based Industrial Teacher Education Project Phase III: Inservice Program. Final Report.

University of South Florida, Tampa.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.; Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—64p.; Parts of document will be marginally legible due to small type

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—College High School Cooperation, Higher Education, *Inservice Programs, *Inservice Teacher Education, *Performance Based Teacher Education, Pilot Projects, *Program Effectiveness, School Community Cooperation, Senior High Schools, Teacher Educators, Teacher Evaluation, Teaching Skills, *Trade and Industrial Education, Vocational Education, *Vocational Education Teachers

The third phase of a competency-based industrial teacher education project was designed to implement an inservice competency-based industrial teacher education program. (Phases I and II had identified professional competencies needed by industrial education instructors and pilot-tested a preservice workshop.) Seventeen non-certified instructors were aided in mastering the inservice competencies by fifteen local resource persons and six industrial teacher educators working cooperatively with a series of professional vocational teacher education modules. Competency rating instruments were devised and the seventeen instructors were rated by students and educators on fifty-seven preservice and inservice competencies. Instructors were generally rated as effective, and it appears that a field-based, competency-based approach is a viable alternative to the traditional university approach to industrial teacher education. However, it was concluded that a more effective system of evaluating instructors' mastery of competencies is needed, and that the three phases did not fully address the issue of competency-based vocational education and that additional research is needed in this area. Data tables are interspersed throughout the report and rating forms used in the project are appended. (BL)

ED 145 223 CE 013 189

Horter, Patricia B.

Bilingual Vocational Technical Training Program. Final Evaluation Report.

Kuskokwim Community Coll., Bethel, Alaska.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—30 Jun 77

Note—76p.; Some pages are marginally legible due to poor print quality

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Adult Education Programs, *Bilingual Education, Community Education, Employment Problems, English (Second Language), Enrollment, *Equipment Maintenance, *Eskimos, Income, Instructional Materials, Job Skills, Job Training, Life Style, Mechanical Equipment, *Mechanical Skills, *Program Effectiveness, Rural Development, Semiskilled Occupations, *Technical Education, Vocational Education

This report of an evaluation to determine the efficacy of the bilingual vocational and technical training program for the Yukon-Kuskokwin delta contains (1) a review of three on-site visits, including descriptions of program objectives, activities, results and benefits, and problem areas, and a written report on villages not visited; (2) a status report on program objectives (to enlarge the natives' comprehension of technical and conversational English, and to enhance their capacity to employ modern technology on a job or in their traditional subsistence activities and life style); and (3) a review of the effects of the program in terms of increased employment, income, and/or increased competence in repairing equipment for use in subsistence pursuits. Conclusions reported are that despite many obstacles objectives were implemented on schedule and there is general broad acceptance of the program. Recommendations are presented and include suggestions for additional bilingual personnel, an instructor's training program, increasing enrollment, and obtaining materials. Sample report forms used in the program are appended. (BL)

ED 145 224 CE 013 190

Fawley, Malcolm J.

South Dakota Vocational Education Follow-Up. Final Report.

South Dakota Univ., Springfield.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Sep 77

Contract—G007604261

Note—50p.; Best copy available

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Community Colleges, Data Collection, Employee Attitudes, Employer Attitudes, *Followup Studies, *Graduate Surveys, Job Skills, Job Training, Junior Colleges, *Occupational Surveys, Post Secondary Education, *Program Evaluation, Questionnaires, State Surveys, Technical Institutes, *Vocational Education, *Vocational Followup, Vocational Schools

Identifiers—*South Dakota

As the third phase of a project designed to develop a system for statewide follow-up of postsecondary vocational education, a study was conducted to develop instruments that would provide data for the employability assessment of the graduates from vocational programs. The instruments were designed to answer two questions: Are the students prepared upon graduation to enter the world of work? and In biographic terms such as age, sex, and marital status, what is the profile of students leaving postsecondary vocational education in South Dakota? The resulting instruments consisted of five questionnaires: a student exit questionnaire, first- and fifth-year student questionnaires, and first- and fifth-year employer questionnaires. Significant findings were these: Of the 887 first- and fifth-year students who returned questionnaires indicating employment, 783 were either working in the field for which they were trained, a related field, or were self-employed; less than one-half of the respondents indicated that they were advancing; students tended to rate their programs and general instructional personnel above average; and employers tended to be only slightly more critical than the graduates when evaluating the employee's preparedness for entry into the occupation. Results relating to job preparedness indicated need for identification of other variables involved. (Author/BM)

ED 145 225 CE 013 192

Operation Resource: Abstracts of Current Curriculum Development Activities in Industrial Arts Teacher Education. 1977 Update.

American Council on Industrial Arts Teacher Education, Washington, D.C.

Pub Date—77

Note—65p.; For a related document see ED 126 265 ; Publication made possible by the Undergraduate Studies Committee

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Abstracts, *Curriculum Development, Educational Innovation, Elementary Secondary Education, *Industrial Arts, Instructional Materials, Program Descriptions, Program Development, Program Evaluation, *Resource Guides, *Teacher Education, Teaching Methods

This 1977 supplemental update of "Operation Resource: Abstracts of Current Curriculum Development Activities in Industrial Arts Teacher Education," (ED 126 265) contains twenty-six two-page abstracts, each including title of activity, department/division, institution/organization, city and state, director(s) of activity, dates initiated and concluded, sponsoring/funding agent, descriptors, purposes/goals/objectives, progress to date, future plans, project publications, and sources of available information. Instructions for incorporating the abstracts and the descriptor index into the original document are included. (BL)

ED 145 226 CE 013 204

Mills, Joe D.

Development of a Curriculum Delivery System for Individualizing Instruction in Vocational-Technical Education. Final Report. Volume I.

Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jun 76

Contract—OEG-0-74-1645

Note—328p.; For a related document see CE 013 205

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—*Curriculum Development, *Delivery Systems, Demonstration Projects, Educational Strategies, *Individualized Curriculum, Individualized Instruction, *Performance Based Education, Program Validation, Statistical Data, *Systems Development, Tables (Data), Teaching Methods, *Vocational Education, Vocational Education Teachers

Identifiers—Florida

A two-year research activity was undertaken to develop an individualized curriculum delivery system for competency-based vocational education. Foci of the research were the development of a theoretical framework for the delivery system; identification of components and processes of the system; and development of validated criteria to be used in the selection, organization, and presentation of learning experiences. Instructional components and processes appropriate for the vocational setting and conducive to competency-based education were derived through field analysis and other methods and are described in the project's first product, "Individualizing Instruction for Competency-Based Education." The derived and individualized techniques were behaviorally described and validated with a sample of Florida vocational instructors. These techniques and guidelines for their use were described in the project's second product, "Delivering Competency-Based Vocational Education." The project resulted in curriculum delivery system which (1) addressed all aspects of the vocational curriculum, (2) was verified as practical by exemplary vocational teachers, and (3) provided the basis for conversion to an individualized competency-based instructional approach in vocational-techni-

cal education. (BM)

ED 145 227 CE 013 205

Mills, Joe D.

Development of a Curriculum Delivery System for Individualizing Instruction in Vocational-Technical Education. Final Report. Volume II.

Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jun 76

Contract—OEG-0-74-1645

Note—158p.; For a related document see CE 013 204. Several pages may not reproduce well due to faint type

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Curriculum Development, Data Collection, *Delivery Systems, Individualized Curriculum, *Individualized Instruction, Measurement Instruments, Models, *Performance Based Education, *Questionnaires, Surveys, *Vocational Education

Identifiers—Florida

This document, volume two of a two-volume project report describing a two-year study conducted to develop an individualized curriculum delivery system for competency-based vocational education, contains the following materials related to the project: a dissemination of framework paper; a schedule of conferences and workshops attended by the project staff; all the inventories, questionnaires, and surveys used to collect the data; and the texts of several papers either presented at the conferences or submitted for periodical publication. (BM)

ED 145 228 CE 013 212

The Effect of Vocational Instructor's Occupational Experience and Experience Recency on Instructor's Attitudes and Proficiency. Final Report. Volume 1, Review of Literature.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date—Aug 76

Note—137p.; For related documents see CE 013 213

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Employment Experience, Inservice Teacher Education, *Job Skills, Literature Reviews, Preservice Education, Program Descriptions, Research Projects, Teacher Attitudes, *Teacher Education, *Teacher Qualifications, Teaching Experience, Teaching Skills, *Vocational Education, *Work Experience

Identifiers—Colorado

Volume one of a two-volume report on a project designed to study the relationship between vocational teacher technical competencies and occupational experience factors, this document contains a national literature and research review pertinent to the topic. The review findings were summarized and are presented in the following format: a basis and rationale for occupational experience in vocational education, current research relative to occupational experience, and concerns for the future of occupational experience. A number of important papers and reports are appended, some of which are titled as follows: "Developing Inservice Programs"; "Occupational Experience–A Business Teacher's Asset"; "The Trade and Industrial Education Teacher's Background, Values, and Attitudes Toward Teaching"; "Survey Study of Selected Illinois Vocational Education Personnel"; "Work Experience for Prospective and In-Service Business Education Teachers"; "Structured Occupational Experience for Teachers"; "Professional Improvement While on the Job"; "Increasing Teacher Competency through Relevant In-Service Education"; "National Occupational Competency Exams for Future Teachers"; "Teacher Competencies and Certification: How Influential Is the Research?"; "Structured Occupational Internship for Experienced Vocational Teachers"; "Occupational Experience for Vocational Education Teachers"; and "A Study of the Attitudes and Teaching Behaviors of Occupational Orientation Teachers in Mississippi." (BM)

ED 145 229 CE 013 213

The Effect of Vocational Instructor's Occupational Experience and Experience Recency on Instructor's Attitude and Proficiency. Final Report. Volume 2, Technical Report.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date—Sep 76

Note—236p.; For related document see CE 013 212

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Agricultural Education, Attitudes, Business Education, Demography, Employment Experience, *Job Skills, Measurement Instruments, Occupational Home Economics, Office Occupations Education, Self Evaluation, Surveys, *Teacher Attitudes, *Teacher Education, *Teacher Qualifications, Teaching Skills, Vocational Agriculture, *Vocational Education, *Work Experience

Identifiers—Colorado

A study designed to determine the existence of a significant relationship between vocational teacher technical competencies and occupational experience factors and to assess teachers' opinions regarding occupational experience, necessity of recency of occupational experience, and length of recency of occupational experience. Only teachers in programs with more than ten teachers in the service areas of vocational agriculture, business and office occupations, and home economics were included in the study. The teachers were mailed a survey instrument consisting of a demographic survey, an attitude scale, and a technical competence self-evaluation form. Some of the major findings follow: A relationship was found between occupational experience recency factors and technical competency; the relationship between total occupational experience and technical competencies varies between service areas; vocational teachers consider occupational experience recency important for program success and technical competence; quantity of occupational experience necessary and optimum for vocational teachers varies from one to five years, both between service areas and program areas; the necessity of updating occupational experience to maintain technical competence varies from service area to service area. (The various instruments used in the study are appended and comprise approximately half the document.) (Author/BM)

ED 145 230 CE 013 231

Wallace, Bertran F.

Desegregation and Its Implications for Vocational and Career Education R & D. Occasional Paper No. 30.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date—Sep 77

Note—12p.; Speech presented at a staff development seminar, Center for Vocational Education, Ohio State University, Columbus, Ohio

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($1.75)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Career Education, *Cluster Grouping, Court Litigation, Educational Planning, Elementary Secondary Education, Federal Government, *Integration Methods, Occupational Clusters, *Program Planning, *Racial Integration, School Districts, *School Integration, *Vocational Education

Identifiers—Magnet Programs, Massachusetts, *Massachusetts (Boston)

Based on the issues related to the 1975 desegregation court order issued to the Boston (Massachusetts) Public Schools, the author discusses and describes the following three components of Boston's Unified Plan for occupational and vocational education: (1) the implementation of core programs in the eight community districts that together comprise the Boston School System, (2) magnet programs operated on a citywide basis, and (3) the Occupational Resource Center, which will be designed according to a clustering system intended to facilitate the delivery of instruction for occupations that require similar training. Appended are the author's answers to ten questions relating to the implementation of the plan (e.g., What is being done in conjunction with universities? Are quotas established for enrollment in vocational programs? and What is the nature of the bilingual program and how is bilingual defined?) (SH)

ED 145 231 CE 013 239

The Career Intern Program: Final Report. Volume II. Technical Appendices. NIE Papers in Education and Work: Number Seven.

Gibboney (Richard A.) Associates, Inc., Elkins Park, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date—May 77

Contract—NE-C-00-3-0122

Note—231p.; Pages 81 to 95 have been removed because of copyright. For a related document see ED 142 795

Available from—Education and Work Group, National Institute of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20208 (single copies available at no cost)

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Data Collection, Evaluation Methods, Field Interviews, High School Students, Post Testing, Pretests, *Program Effectiveness, Program Evaluation, Research Methodology, Secondary Education, Standardized Tests, *Statistical Analysis, *Tables (Data), Test Results, *Urban Youth, *Vocational Development

Identifiers—*Career Intern Program

This volume is the technical appendixes to the evaluation study (ED 142 795) of the Career Intern Program (CIP), a program effort to help urban youth get a basic education and further training or a paying job. These appendixes include descriptions of the evaluation design, study sample, statistical treatment of the data, and measures used, including commercially available standardized tests and instruments developed by the authors for the study; thirty tables showing raw scores and frequency distributions on pre- and posttests (academic achievement personal-social growth, and Super Career Development Inventory) for both experimental and control groups; fifteen tables showing analysis of covariance results; and some methodological notes on measures, including preconditions for change and biases. Attached to this volume are some of the standardized tests used, four instruments developed by the authors for data collection (CIP Intern Interview, CIP Parent Interview, CIP Graduate Intern Questionnaire, and Employer Questionnaire: Graduate Intern Follow-up), field guides for interviews conducted during the study, and a report comparing the cost of CIP to the costs of a high school program in Philadelphia. (EM)

ED 145 232 CE 013 259

Leaverton, William W.

The Counselor's Role as Perceived by the Students and Counselors.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date—Jul 76

Note—74p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Counseling Programs, Counseling Services, Counselor Attitudes, Counselor Performance, *Counselor Role, Guidance Counseling, *Guidance Functions, Guidance Services, *High School Students, Research, *Role Perception, Secondary Education, *Secondary School Counselors, Student Attitudes, Student Opinion, Surveys, Vocational Counseling

Identifiers—Colorado

To explore and analyze the perceptions of students and counselors as to the expected counselor's role, a random sample of fifteen counselors and seventy-five students from each of three Colorado public high schools was selected and the participants were asked to complete a survey instrument which collected three types of data: general information describing counselor and student characteristics; perceptions and role activities encompassed in the counselor's duties; and responses concerning why the perceptions of students and counselors were different. The study determined that students' perceptions were different from counselors' perceptions in eight different areas. The data also revealed that one-third of the students had never been informed of the role and function of the counselor and that the students viewed the counselor as a disciplinarian while the counselor did not view his/her role as such. Other differences revealed that students perceived they were not getting much vocational counseling and counselors perceived that they were; counselors viewed the services provided the students as career planning and students viewed it as making a choice of colleges; and students indicated that the counselor should show more personal interest in the student while counselors had no suggestions to make. The survey instruments are included in the appendix. (Author/BM)

ED 145 233 CE 013 261

Modifying Regular Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped. Progress Report 1977.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—77

Note—73p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Education, Adult Educators, Advisory Committees, Agency Role, Conferences, *Diagnostic Teaching, *Handicapped Students, *Inservice Teacher Education, Meetings, National Programs, *Program Development, Program Planning, Regular Class Placement, Resource Materials, Special Education, State Programs, Technical Education, *Vocational Education, Vocational Education Teachers, Workshops

Identifiers—Wisconsin

Reporting the development of multi-session inservice meetings directed at program modification and prescriptive teaching of handicapped students enrolled in vocational, technical, or adult education (VTAE) programs, this document is divided into three major sections. The first section contains a summary of the project activities. Included is information regarding cooperation with other agencies; inservice activities in the VTAE districts; collection of materials for handicapped and special education; project publications for use with handicapped persons; state and national program and conference participation; and consulting and advisory activities. A discussion of future directions concludes this first major section. Section two contains the following three papers which were delivered at various national and regional meetings: "Building Vocational Education for the Handicapped"; "Zeroing in on the Barriers which Keep the Handicapped from Employment–A Big Job for Vocational Researchers"; and "Integrating the Handicapped Student into Regular Classes: Can the Educational Researcher Help?" Section three (half of the report) contains summaries of the workshops held in six of Wisconsin's VTAE districts. (BM)

ED 145 234 CE 013 278

Collins, Dennis R.

An Assessment of Benefits Derived from Membership in a Vocational Student Organization in the Vocational, Technical and Adult Education System. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.

Pub Date—Aug 77

Note—108p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Career Awareness, Cocurricular Activities, *Community Involvement, Faculty Advisors, Leadership, Organizational Effectiveness, *Program Effectiveness, Program Improvement, *Social Development, State Surveys, Student Attitudes, Vocational Directors, *Vocational Education, *Youth Clubs, Youth Leaders, Youth Programs

Identifiers—Wisconsin

To determine if participation in vocational student organizations actually results in an acquisition of leadership characteristics, career growth, community involvement, and social development on the part of its members, descriptive and opinion questionnaires were given to four populations: all State directors of vocational education in the United States and the Virgin Islands; a random sampling of Wisconsin vocational education student organization advisors; a random sampling of Wisconsin student members; and a group of student members considered as "highly participating." Data collected from the State directors indicated strong similarities in the administration of vocational student organizations nationwide. Student advisors indicated a wide spread of percentages in club attendance, and a wide range of activities were suggested that may be helpful in encouraging student involvement. A substantial majority of all students surveyed considered vocational student organizations as providing them with beneficial opportunities. Some of the most frequently cited items selected as being most significant were these: teamwork, decision making, competition; community awareness; career awareness; and social development. To aid in the encouragement of membership, the study recommended offering vocational student organizations as a credit course. (BM)

ED 145 235 CE 013 279

Daines, Jeanette

Learning Styles of Vocational Child Care and Development Students in Wisconsin. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.

Pub Date—Aug 77

Note—138p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Associate Degrees, *Child Care, *Cognitive Style, College Teachers, Educational Research, Junior College Students, *Learning Characteristics, Post Secondary Education, Student Needs, *Student Reaction, Students, *Student Teacher Relationship, Surveys, Teacher Influence, Teachers, *Teaching Styles, Technical Institutes, Vocational Education

Identifiers—*Wisconsin

Using a total of 88 students from one- and two-year child career and development programs in the Wisconsin Vocational Technical and Adult Education System, a study was conducted to determine (1) to what extent the students were field independent (i.e., learner's cognitive style characterized as analytic; longer attention span, greater reflectivity) or field dependent (i.e., learner's cognitive style characterized by short attention span and distractedness; less competitive and achievement oriented), (2) to what extent teachers exert direct or indirect influence in the instruction of these students, (3) students preference for direct or indirect communication from the teacher and structured or less structural learning activities, and (4) the relationship between learning style and instructional preference. Following student and teacher observations, preference surveys and hidden figure tests were administered. Findings were that the students were predominantly field dependent and that the teachers used direct influence as a primary mode of interaction. Students showed a slight preference for indirect instruction, but did not show general preferences for either structured or less structured learning activities. Course satisfaction was high, indicating that students' expectations matched the instruction planned for them. It was concluded that the teacher's relationship with the student and the instructional approach are intertwined and may have an important effect on learning. (BL)

ED 145 236 CE 013 299

Ross-Harrington, Melinda

Development of a Competency-Based Curriculum for Upgrading Water Treatment Technicians. Final Report.

West Virginia Research Coordinating Unit for Vocational Education, Huntington.

Spons Agency—Office of Education (DHEW), Washington, D.C.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—10 Aug 77

Contract—G007603801

Note—73p.; Parts of the appendix are marginally legible due to print quality.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Education, Chemistry, Curriculum Design, *Curriculum Development, Curriculum Planning, Inservice Education, Job Skills, Job Training, Paraprofessional Personnel, *Performance Based Education, Post Secondary Education, Task Analysis, *Technical Education, Technical Occupations, Trade and Industrial Education, *Utilities, *Water Resources

Identifiers—*Water Treatment Technicians

The major purpose of a project has been to develop an instructional program for training water treatment technicians through the cooperative efforts of industry, the regulatory agency (West Virginia State Department of Health), and vocational education. After the appropriate job competencies were identified, a program was developed combining a competency-based format, modules of instruction, and provision for open entry/open exit. The twelve curriculum modules developed deal with the following: general plant operation; taste, odor, and color; chemistry/bacteriology; chlorination, fluoridation; filtration; hydraulics; distribution systems; pumps; wells; cross connections; and springs. The curriculum was pilot tested in an adult education

setting with persons employed as "operators in training" in Class I and II (lower of four levels) water treatment plants. The curriculum was designed so that it may be used in both a postsecondary setting for new trainees and in an adult education setting for either new trainees or for upgrading presently employed water treatment technicians. Appended materials include the following: a sample student competency sheet which identifies a competency, its objectives, list of necessary resources, learning activities, and evaluation activities; a list of 61 finalized competencies; a product evaluation form; and a bibliography. (Author/BL)

ED 145 238 CE 013 319

Buchanan, E. T., III Brothers, Constance F.

Mobility through Work Experience Education. Final Report.

Tidewater Community Coll., Portsmouth, Va. Virginia Beach Campus.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Nov 76

Note—92p.; Some pages are marginally legible due to print quality

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Affirmative Action, Community Colleges, Community Surveys, *Cooperative Education, Cooperative Planning, Employment Trends, Females, Handicapped Students, Job Training, Junior Colleges, Junior College Students, Minority Groups, National Surveys, On the Job Training, Part Time Jobs, Program Descriptions, *Program Development, *Program Effectiveness, School Community Relationship, School Industry Relationship, Undergraduate Students, Undergraduate Study, Veterans, *Work Experience Programs

Identifiers—United States, Virginia (Virginia Beach)

A project was conducted to provide women, minority, veteran, and handicapped college students with a structured cooperative education work experience which would enhance career selection and mobility and provide supervised employment in fields related to the students' interests and academic majors while supplying the employers with trained workers. Seventy-two students were placed in supervised work-training positions with fifty-three participating employers during the 1975-76 academic year. Both the students and employers involved in the project evaluated it positively. Placing handicapped and minority male students at work-training stations proved to be the most difficult task. One hundred seven responses to a questionnaire mailed to 234 community college cooperative education programs indicated that the programs most affected by the 1975-76 economic recession were in the east, south, and central areas of the country and that there was an improvement in the economy in the first quarter of 1976. Eighty-eight responses to an extensive questionnaire sent to 400 local employers indicated that they also perceived an economic upswing but hesitated to participate in the project because they could not justify hiring part-time student workers while laying off full-time workers. (A project description; student evaluation, community college, and employer questionnaires; and summaries of narrative responses to questionnaire items are appended.) (EM)

ED 145 239 CE 013 330

Denowchek, Josephine H. Saunders, Gretchen L.

Course of Study for General Office Clerk. Grades Eleven and Twelve.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 77

Note—181p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Business Education, *Clerical Occupations, Curriculum Guides, High School Curriculum, Instructional Systems, *Office Machines, *Office Occupations Education, *Office Practice, Senior High Schools, Simulation, *Skill Development

Identifiers—Ohio, Ohio (Warren)

Designed to meet the needs of the community of Warren, Ohio, for competent office clerks, this course of study is presented as a sample that illustrates a format based on the instructional systems development (ISD) process. As a course of study for preparing students for entry-level employment as clerk-typists, file clerks, billing clerks, payroll clerks, mail clerks, receptionists, or reprographics operators, the guide is intended for use by teachers in preparing lesson plans for a two-year (junior and senior) high school program. Introductory material includes statements of the philosophy, list of ten objectives for the program, three-page course outline (by weeks) of the two-year program, and a four-page discussion of the general program strategy. The body of the guide consists of instructional outlines organized by task (e.g., type business letters, transcribe machine dictation) for both the junior and senior year. The outline for each task includes suggested number of hours, suggested lab performance activities, notes on instructional strategy, list of materials, supplies, and equipment, and notes on evaluation method. The junior year program covers acquisition of basic manipulative skills necessary to operate six different machines. The senior year program uses an office simulation to provide a realistic setting for refining basic skills, knowledge, and attitudes through actual practice. Included in the appendixes are a bibliography, safety rules, equipment maintenance guidelines, laboratory layout, rotation schedules for use of equipment, and example lesson plans. (JT)

ED 145 240 CE 013 331

Collier, Kenneth DePuy, Duane

Vocational Auto Mechanics. Course of Study. Grades Eleven and Twelve.

Brooklyn Public Schools, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—Mar 76

Note—166p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Auto Mechanics, Class Management, *Course Organization, Curriculum Guides, High School Curriculum, Instructional Systems, Job Skills, *Performance Based Education, *Practicums, Senior High Schools, *Trade and Industrial Education

Identifiers—Ohio

Developed for use in the automotive mechanics program at Brooklyn High School in the Cleveland suburbs, this course of study is presented as an example of an application of the instructional systems design (ISD) process. Introductory material includes school and program philosophy statements and a general description of the program, which is designed to give the student, over a two-year period, 1,620 hours of practical training in manipulative activities and related technology so that he can acquire a job as an automobile mechanic advanced learner. Instructional program strategies (group and individual demonstrations, audio and visual presentations, and field trips) are discussed along with procedures for the daily laboratory and class routine. Major content of the guide consists of a course outline divided into junior and senior class sections. A topical listing of the course content is followed by a complete instructional schedule. In the laboratory component content is arranged in instructional groups that include objectives, content, notes, and suggested management, instructional, and evaluation strategies. Where rotation of students through specific learning activities is required, a rotation schedule is included. The related technology component is sequenced by instructional days over the entire two-year period. Appendixes include samples of lesson plans, assignment sheets, work sheets, information sheets, tests, and work request forms. (JT)

ED 145 242 CE 013 333

McKnight, Molly G.

Sample Course of Study for Distributive Education. Warehousing (Taxonomy 04.3100).

South-Western City School District, Grove City, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—Mar 76

Note—104p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Course Content, Course Organization, Curriculum Guides, *Distributive Education, High School Curriculum, Individualized Instruction, *Marketing, *Performance Based Education, *Program Development, Program Guides, Senior High Schools, Student Evaluation, *Warehouses

Identifiers—Interstate Distributive Educ Curriculum Consortium, Ohio

Presented as an example of how a course of study can be prepared for a distributive education program, this booklet describes the content and development of a course in warehousing at Southwestern City Schools (Galloway, Ohio). The course of study is based on the students' present jobs and occupational expectations using the IDECC System (Interstate Distributive Education Curriculum Consortium) and materials as the foundation. Introductory material includes a brief description of the district and its school and on-the-job training facilities, program philosophy and objectives, and brief description of IDECC. Major contents consist of a description of the course development process: process of identifying occupational goals with students, development of the course outline, development of the course of study using the card file and a computer printout, development of the individual student's course of study through use of the Student Competency Record and its development as a training plan, scheduling the common and individual competencies to be accomplished during the year in class and on the job by use of teacher calendars and student calendars, and evaluation procedures by both coordinator and employer. The course content outline (keyed to specific objectives and competencies) and instructional schedule are included. (JT)

ED 145 243 CE 013 353

Novak, Jan L.

Career Program Resources: A Media Supplement.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—May 77

Note—67p.; For a related document see CE 013 354

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Abstracts, *Annotated Bibliographies, *Career Education, *Counselor Training, Higher Education, Occupational Guidance, *Preservice Education, *Program Development, Resource Guides, *Resource Materials, Teacher Education, Vocational Counseling, Vocational Development, Work Attitudes

Providing a description of over two hundred current career oriented materials (e.g., brochures, catalog, guides, tests) related to the content and process of designing preservice course(s) in career development programming, this media supplement was developed to augment the lesson plans, goals, objectives, activities, and evaluation materials presented in a companion publication, titled "Career Education, Career Guidance and Occupational

Competence" (see related note). While specifically developed to accompany the curriculum guide, this document is also intended as a useful handbook for counselors and educators who wish to develop/inaugurate a career development course or program for preservice training and for counselors and educators who are responsible for starting, renewing, or expanding a career guidance program or resource center. The materials are listed in alphabetical order by publisher. (BM)

ED 145 244 CE 013 354

Hartz, John D., Ed. And Others

Career Education, Career Guidance and Occupational Competence.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—May 77

Contract—19-008-153-137

Note—721p.; For a related document see CE 013 353 ; Best copy available

EDRS Price MF-$1.33 HC-$38.17 Plus Postage.

Descriptors—Career Awareness, *Career Education, Career Planning, College Curriculum, *Counselor Training, Curriculum Guides, Educational Objectives, Guidance Functions, Higher Education, Individual Development, Information Sources, Job Placement, Learning Activities, Lesson Plans, *Occupational Guidance, *Preservice Education, *Program Development, Resource Materials, Sex Stereotypes, Skill Development, Teacher Education, Teacher Education Curriculum, Teaching Guides, Vocational Counseling, *Vocational Development, Work Attitudes

Identifiers—Wisconsin

Designed to be used by university instructional staff in developing/inaugurating a career development course or program for preservice training, this guide includes background materials and other information appropriate for use in preservice preparation of teachers and counselors at either the undergraduate or graduate levels. The materials are organized in three major parts: work in America; career and vocational development; and career development programming. Each part is preceded by an introduction outlining its content, purposes, and limitations. Part one includes two instructional units: work and the individual, and work and society. Part two consists of three instructional units: vocational development theory; sex role stereotyping and career development; and factors influencing individual career development. Part three contains five parts which focus on background issues in career development programming, career education, career guidance, career placement, and career program resources. Each part contains topical units which have lesson plans, learning activities, support materials, and readings. A companion publication (see related note), which provides an alphabetical listing of references and resource materials, is also available. (BM)

ED 145 245 CE 013 356

Napolitan, Richard R.

A Pilot Study in a Cooperative School/Community Effort to Enhance Realistic Student Vocational Choice and Awareness as well as Personal Development in a Transition to Adulthood through a Meaningful "Action Learning" Program. Final Report.

North Hills School District, Pittsburgh, Pa.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—28 Sep 77

Note—85p.; Not available in hard copy due to poor reproducibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Exploration, *Cooperative Programs, Educational Alternatives, Educational Objectives, Grade 11, Models, Program Design, *Program Development, *Program Effectiveness, Program Planning, School Community Programs, Secondary School Students, Senior High Schools, Student Evaluation, *Vocational Development

Identifiers—Pennsylvania (Pittsburgh)

A project involving thirty-nine eleventh grade students was undertaken at a senior high school to plan and initiate a community-based action learning program to provide students with a meaningful cooperative school-community work learning experience. Specific curriculum requirements were met through a combination of independent study, interdisciplinary study, or traditional classroom study, and students were evaluated twice during the eighteen-week semester on the accomplishment of objectives established by the student, advisor, and field site representative. Twelve project outcomes indicated that the program has become an alternative to the traditional school: Students' attitudes toward school became more positive; results in the Vocational Maturity Inventory Scale indicated increased career awareness; field site sponsors and parents sent numerous data to verify students' increased self-esteem and confidence; and plans have been established to develop many of the outcomes into a model for a community-based learning program. (The appendix, comprising one-half of the report, includes an application form; placement and sponsor's participant agreement forms; a typical field site resume; seminar objectives; curriculum objectives for English, social studies, and physical education; evaluation data results; and program and student evaluation questionnaires.) (EM)

ED 145 247 CE 013 404

Community Involvement in Vocational Education.

California State Dept. of Education, Sacramento.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—37p.

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($0.65)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Advisory Committees, Apprenticeships, Certification, *Community Involvement, Community Resources, *Cooperative Education, Cooperative Programs, Educational Alternatives, Educational Finance, Elementary Secondary Education, Federal Legislation, Junior Colleges, Potential Dropouts, *Program Descriptions, Regional Laboratories, Regional Programs, *School Community Relationship, Senior High Schools, State Legislation, *Vocational Education, *Work Experience Programs, Work Study Programs

Identifiers—*California

This document is designed to identify several types of vocational education programs and activities that are in operation in California's school districts and communities. Although the document primarily focuses on California programs, information in all sections–particularly those titled Vocational Education Advisory Committees, Scope of Community Involvement in Vocational Education Programs and Services, and Vocational Education Contracts–include information intended to be applicable to vocational education settings in other states. Titles of the remaining sections are Work Experience Education Programs, Apprenticeship Programs, Licensure Programs, Cooperative Vocational Education Programs, Community Classroom-Occupational Education Programs, Regional Occupational Centers and Programs, Financial Aid Programs, Executive Intern Programs, and Furlough Programs. The description of each of these programs includes (where applicable) such aspects as organization, legislation, type of community involvement, advantages, evaluation, and problems. (SH)

ED 145 249 CE 013 408

Webster, John D.

Teacher's Manual to Accompany "How to Get a Job."

President's Committee on Employment of the Handicapped, Washington, D.C.

Pub Date—76

Note—19p.; For related documents see CE 013 408, CE 013 410-411, ED 084 754, and ED 085 978

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Career Awareness, *Career Choice, Career Education, Decision Making, Educable Mentally Handicapped, Employment Interviews, Employment Services, Handicapped Students, Job Application, Job Placement, *Job Search Methods, *Learning Activities, *Mentally Handicapped, Occupational Guidance, Special Education, Special Education Teachers, Teaching Guides, Travel Training, *Vocabulary Development, Vocabulary Skills, Vocational Adjustment

Prepared for teachers of mentally handicapped students, this teacher's guide accompanies the student booklet, "How to Get A Job," and contains suggestions for learning activities and vocabulary development for each subdivision of all four major units in the student booklet: choosing the right kind of work, looking for the job, going on an interview, and starting to work. (BM)

ED 145 250 CE 013 410

Fraenkel, William A.

Guide to Job Placement of Mentally Retarded Workers.

Bureau of Employment Security (DOL), Washington, D.C.National Association for Retarded Citizens, Arlington, Tex.President's Committee on Employment of the Handicapped, Washington, D.C.

Note—21p.; For related documents see CE 013 408, CE 013 410-411, ED 084 754, and ED 085 978

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Employers, Employment Interviews, *Employment Opportunities, *Employment Practices, Employment Qualifications, Employment Services, Guidelines, Guides, Job Applicants, *Job Placement, *Mentally Handicapped, Personnel Directors, *Personnel Selection, Recruitment, *Vocational Adjustment, Vocational Rehabilitation

Written for employers, personnel directors, vocational rehabilitation personnel, placement specialists, and all others involved in helping the mentally handicapped find their rightful place in the world of work, these guidelines discuss significant factors to consider when employing or seeking employment for the mentally handicapped. These factors include a list of occupational groupings in which qualified mentally handicapped individuals can perform; a list of major recruitment sources for employers seeking to hire mentally handicapped workers; guidelines for helping the employer decide what kind of work the applicant can do; helpful hints for conducting the job interview; orientation ideas to help the new worker adjust; follow-up assistance; and advantages of planned social events. A brief review concludes the booklet. (BM)

ED 145 251 CE 013 411

Guide to Job Placement of Mentally Restored People.

President's Committee on Employment of the Handicapped, Washington, D.C.

Pub Date—77

Note—48p.; For related documents see CE 013 408, CE 013 410-411, ED 084 754, and ED 085 978

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Emotionally Disturbed, Employment Opportunities, Employment Qualifications, Employment Services, Guides, *Individual Characteristics, Individual Needs, Job Applicants, *Job Placement, *Mental Illness, *Occupational Guidance, Personnel Selection, *Vocational Adjustment, Vocational Rehabilitation, Work Attitudes

Written for employers and other professionals involved in helping the mentally restored (people who have had a mental illnesses or emotional problems which are now under control) find and maintain gainful employment, this guide discusses the following topics: who are the mentally restored; why is a job important to them; who can help these people find employment; how is job placement made; how can the employer or professional assistant learn about his client; how can placement directors learn about available jobs for their clients; how do placement directors match these applicants to appropriate jobs; how do placement directors "sell" the mentally restored person to the employer and answer any objections; what special considerations are important; and what support services are available or needed. Finally, characteristics of the mentally restored worker and his performance on the job are described. (BM)

ED 145 252 CE 013 413

Hoyt, Kenneth B.

A Primer for Career Education. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.
Note—42p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01752-1)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Basic Skills, Career Awareness, *Career Education, Career Exploration, Community Action, Community Colleges, Community Cooperation, Community Coordinators, Community Support, Educational Methods, *Educational Needs, *Educational Objectives, *Educational Philosophy, *Educational Practice, Evaluation, Fused Curriculum, General Education, Higher Education, Inservice Education, Inservice Teacher Education, Occupational Guidance, *Program Effectiveness, Vocational Development, Vocational Education

In this monograph, a view of the basic nature of the career education effort is discussed under the following topics: the basis of need for career education; the meaning and goals of career education; the difference between career education and vocational education; career education and basic academic skills; career education and career guidance/career development; infusion/threading/weaving in career education; collaboration in career education; career education goals and the goals of American education; career education and higher education; career education and the community college; inservice education in career education; community career education coordinator; career education "treatment"; and evaluation. (BM)

ED 145 253 CE 013 443

Career Explorations. Schools-Business-Industry. Guidelines for Implementation.

Dayton Univ., Ohio.National Alliance of Businessmen, Washington, D.C.
Pub Date—77
Note—9p.; National Alliance of Businessmen Career Guidance Institute (University of Dayton, Dayton, Ohio, August 15-19, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Business, *Career Exploration, Industry, *Program Development, Program Evaluation, Program Guides, *School Community Cooperation, *School Industry Relationship, Secondary Education

Strategies for implementing career exploration programs into schools and cooperating hosts from business and industry are suggested in this short booklet. Content is presented in outline form and covers the following three topics: Organization of Guidelines for Exploration of Business and Industry (Schools-communication, preparation of students, and schedule students into site; Business-communication, industry preparation, and schedule student into site); Implementation of Exploration in Schools; and In Schools and Industry Evaluation and Follow-Up of Hands-on Experience. (SH)

ED 145 254 CE 013 445

Jezierski, Kathleen, Comp.

College. A Collection of Career Education Resources.

Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.; Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—Sep 77
Contract—G007604183
Note—93p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Annotated Bibliographies, *Career Education, Community Resources, Curriculum Guides, Educational Resources, Elementary Secondary Education, Gifted, *Guides, Handicapped Students, Inservice Education, Inservice Teacher Education, *Instructional Materials, Program Descriptions, Resource Centers, School Community Relationship, Selection, Sex Stereotypes, Teaching Guides, Units of Study, Vocational Education
Identifiers—Illinois

This catalog, consisting of three major sections, is intended primarily for teachers and administrators in Illinois but is also designed to be applicable to educators in other states. The first section (in narrative form) focuses on ideas for using community-based resources, offers guidelines for selecting career education materials, and describes several educational resources. The second and third sections consist of annotated bibliographies. The first of these provides "how to" career education manuals and guides in the following areas: establishing resource centers, evaluating students and programs, teaching the handicapped and gifted, involving the community in career education, dealing with sex bias, providing inservice education, and career education. The second bibliography containing curriculum materials is divided into elementary school, middle/junior high school, and senior high school levels, and covers the subject areas of language art, mathematics, science, social studies, art, music, physical education, and group guidance. The senior high school materials also include curricula for vocational education. All of the curriculum materials presented were chosen from the ERIC system. (Author/SH)

ED 145 255 CE 013 446

Motowidlo, Stephan J. And Others

Motivation, Satisfaction, and Morale in Army Careers: A Review of Theory and Measurement. Final Report.

Personnel Decisions, Inc., Minneapolis, Minn.
Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Report No.—ARI-TR-76-A7
Pub Date—Dec 76
Contract—DAHC-19-73-C-0025
Note—209p.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Attitude Tests, Behavior Theories, Concept Formation, *Job Satisfaction, Literature Reviews, *Measurement, Military Personnel, *Morale, *Motivation, Need Gratification, Self Concept, Test Reliability, Test Validity, *Theories, Work Environment
Identifiers—Army, United States

This report reviews and relates to each other the major concepts and theories that differentiate and define the constructs of motivation, satisfaction, and morale. It also describes and summarizes the potentialities of instruments and methods for measuring these concepts, with the focus on those theories and instruments most likely to be usefully applied in the context of the Army. Concepts of motivation are divided into content theories, which answer the question of what motivates people, and equity process theories, which answer how environmental factors and individual needs determine behavior. Job satisfaction is conceptualized in terms of need fulfillment, equity, and frame of reference models. Morale is conceptualized in terms of its components rather than as a single global construct. A number of practical implications for action are derived from the theories. Results are presented of a review of published and unpublished literature on the development and use of instruments to measure motivation, satisfaction, and morale at the work place, and on the reliability, validity, and practicality of the instruments. A final summary chapter includes an annotated list of instruments and methods (four for motivation, six for job satisfaction, and no self-report instruments for morale) deemed most likely to be useful to the Army. The twenty-page list of references is included. (Author/JT)

ED 145 256 CE 013 447

Recruiting Women for Traditionally "Male" Careers: Programs and Resources for Getting Women into the Men's World.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
Spons Agency—Carnegie Corp. of New York, N.Y.
Pub Date—Oct 77
Note—10p.; Contains some small type
Available from—Association of American Colleges, Project on the Status and Education of Women, 1818 R Street, NW, Washington, D.C. 20009 (no charge)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Career Awareness, Career Choice, *College Programs, Educational Programs, Engineering, Equal Education, *Females, Health Occupations, Higher Education, Minority Groups, Nondiscriminatory Education, Occupational Guidance, Professional Associations, Professional Occupations, Resource Guides, *Resource Materials, Science Careers, Secondary Education, Sex Role, Sex Stereotypes, *Student Recruitment, Womens Education
Identifiers—*Nontraditional Occupations

Since counselors and teachers have found that special materials are often needed to help counter sex role stereotyping and to help young women make more realistic career decisions, this paper lists various resources which have been developed and used by colleges and universities in counseling and recruiting women for careers formerly considered "for men only." Presented in four parts, the first section reviews some programmatic approaches to recruiting women to enter traditionally "male" fields. The second section discusses some examples of special recruiting materials, and the third section lists a sampling of available publications and resource groups in selected fields. The final section lists resources that may be especially helpful in recruiting minority women. (BM)

ED 145 257 CE 013 519

Furneisen, Barbara K.

Food Service. Teacher's Guide.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date—Jul 71
Note—230p.; For related documents see CE 012 735 and CE 013 519-520
Available from—New Jersey Vocational-Technical

Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($3.75 plus postage)

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Deaf, *Deaf Education, *Food Service, *Food Service Workers, Foods Instruction, Hygiene, Job Skills, Learning Activities, Safety Education, Skill Development, Teaching Guides, Transparencies, Unit Plan, *Vocational Education

This guide is designed as an aid to the teacher in using the student manual titled "Food Service" and an accompanying language workbook (see related note), all of which are intended for use with deaf students in their vocational preparation for a food service occupation. Eleven units are included, with each unit containing from three to eleven lessons. The lessons correspond in each case to those in the student manual. Key points in each of the lessons are listed and an explanation of why these points are important is included. Several class activities are also given for each lesson. The eleven units cover the following areas: orientation to the food service worker, dining room instructions, kitchen instructions, safety rules, food portioning practices, meal service practices, the use and care of equipment, special helps for food preparation, dessert preparation, salad preparation, and sandwich preparation. The majority of the guide is comprised of masters for overhead transparencies which correspond to the units. An equipment list, additional references, and evaluation sheets are also included. (SH)

ED 145 258 CE 013 520

Furneisen, Barbara K.

Food Service.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—74

Note—218p.; For related documents see CE 012 735 and CE 013 519-520

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($3.75 plus postage)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Deaf, *Deaf Education, Dining Facilities, *Food Service, Food Service Occupations, *Food Service Workers, Foods Instruction, Guides, Hygiene, *Job Skills, Manuals, Safety Education, *Skill Development, Unit Plan, *Vocational Education

Written to teach deaf students skills in food services, this guide and the two related documents (see note) present practical skills needed to work in a school dining room setting serving approximately two hundred students and faculty. Eleven units are included, with each unit containing from three to eleven lessons. Each lesson includes an objective, information about the subject of the lesson, vocabulary, an assignment, and illustrations. Units cover the following areas: orientation to the food service worker, dining room instructions, kitchen instructions, safety rules, food portioning practices, meal service practices, the use and care of equipment, special helps for food preparation, dessert preparation, salad preparation, and sandwich preparation. An achievement test for each unit is appended. (SH)

ED 145 259 CE 013 596

Toney, John W.

A Project to Develop, Test, and Implement a Competency-Based Undergraduate Vocational Teacher Education Program. Final Report. Fiscal Year, 1976-77.

Pittsburgh Univ., Pa. School of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—77

Note—29p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum Design, *Educational Objectives, Higher Education, Instructional Materials, Material Development, *Performance Based Teacher Education, Program Content, *Program Development, *Teacher Education Curriculum, Teaching Skills, Undergraduate Study, *Vocational Education

A project was conducted to develop a competency-based undergraduate vocational teacher education program in the areas of business education, distributive education, home economics related occupations, health related occupations, and industrial and technical education. The primary emphasis was on the development of competency-based materials and included four major stages: (1) identification of appropriate undergraduate teacher education competencies from the Cotrell list as well as additional competencies not included in the list; (2) writing, reviewing, and revising competency-based teacher education materials and developing resource materials, reference materials, and aids to accompany them; (3) assignment of materials to courses and their incorporation into the undergraduate vocational teacher education curriculum; and (4) field testing of materials during and after implementation and the development of a competency-based teacher education evaluation procedure. The major accomplishments of the project were the development of competency-based materials for the undergraduate vocational teacher education program and the elimination of repetitive content in the undergraduate program. (The assigned competencies for the courses in the undergraduate program are appended.) (EM)

ED 145 260 CE 013 603

Fire Safety Training Handbook.

Montgomery County Dept. of Fire and Rescue Services, Rockville, Md. Div. of Fire Prevention.

Spons Agency—National Fire Prevention and Control Administration (DOC), Washington, D.C.

Note—37p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Education, *Community Programs, Elementary Secondary Education, *Fire Protection, Fire Science Education, *Learning Activities, *Prevention, Program Guides, Program Planning, *Safety Education, Volunteers, Volunteer Training, Workbooks

Identifiers—Maryland

Designed for a community fire education effort, particularly in which local volunteers present general information on fire safety to their fellow citizens, this workbook contains nine lessons. Included are an overview of the household fire problem; instruction in basic chemistry and physics of fire, flammable liquids, portable fire extinguishers, detection equipment, and home escape planning and inspection; a final review lesson; and instructions on preparing and presenting a fire safety talk. Each lesson provides introductory information on the topic of the lesson, definitions, and test questions. (BM)

ED 145 261 CE 013 652

A Guide for Implementing the Georgia Public Service Program.

Gwinnett County Schools, Ga.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—OEG-0-71-4781

Note—173p.; For related documents see CE 013 652-672 and CE 013 805

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Administrator Guides, Career Exploration, *Cooperative Programs, Core Curriculum, *High School Curriculum, Occupational Guidance, Program Administration, *Public Service Occupations, School Community Cooperation, Senior High Schools, State Curriculum Guides, Teaching Guides, *Vocational Education, *Work Experience Programs

Identifiers—*Applied Program of Public Service, *Georgia

Designed to assist teachers and administrators in planning and implementing the Applied Program of Public Service (APPS) in existing secondary and vocational curricula, this manual is the guide for three academic quarters of study (orientation, common core, and work experience). The course covers eight major community service occupational groups: educational services, social and economic services, government agency management, transportation management, regulatory services and records, public safety and corrections and judicial services, urban and rural community development, and resources management. The guide is designed for use with (1) nine student manuals with accompanying teacher's manuals (CE 013 655-672) for each of the eight occupational groups introduced in the orientation quarter and (2) a student and a teacher's manual (CE 013 654 and CE 013 805) for the second quarter common core course. Section 1 of the guide presents instructional objectives and an activities performance schedule for each of the three quarters. Section 2 outlines the system of operational procedures for the program including suggested chronology, methods of labor market assessment, organization of the program, and various administrative record forms. Section 3 covers the guidance function, including testing, for each phase of the curriculum. Section 4 describes the community component (overview, organization, and manpower needs), and Section 5 is the APPS Index of Occupational Titles and corresponding entry level public service job descriptions. Appendixes include suggested library and audio visual resources and sources of further public service vocational information. (JT)

ED 145 263 CE 013 654

Preparing for Public Service. A Developmental Course in the Public Service Cluster. Teacher's Manual.

Gwinnett County Schools, Ga.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—OEG-0-71-4781

Note—364p.; For related documents see CE 013 652-672 and CE 013 805

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—*Communication Skills, Curriculum Guides, High School Curriculum, *Interpersonal Competence, *Job Skills, Learning Activities, *Public Service Occupations, *Recordkeeping, Senior High Schools, Skill Development, *Vocational Education

Identifiers—Applied Program of Public Service, Georgia

Designed for use with the companion student book, this teacher's manual is part of a course to acquaint high school students with the common competencies related to all public service jobs. (The one-quarter course, "Preparing for Public Service," is the second in a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools.) Contents of the student guide are included in the teacher's manual: several units of readings followed by related activities, some designed for completion independently, some by groups. Topics are (1) introduction to communication, (2) written communication (the business letter, the application form, the memorandum, captions and telegrams, and the short report), (2) oral communication and getting along with other people (speaking fluently and indicating emphasis, listening and responding skills, identification and use of basic skills in getting along with others-personalizing skills, good grooming), (3) basic record keeping (filing systems and data processing), and (4) interviewing skills and applica-

tion for a public service job. Additional teacher's pages are inserted for each unit. These contain lists of materials needed, purpos of the unit activities, notes on guidance, and suggested modifications or extensions of activities in the student guide. (The companion student book is CE 013 805. Guides and manuals for the other courses and a guide to the total program, CE 013 652, are also available separately.) (JT)

ED 145 264 CE 013 655

Introduction to Decision Making in Public Service. A Major Unit in the Public Service Cluster.

Gwinnett County Schools, Ga.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—OEG-0-71-4781

Note—103p.; For related documents see CE 013 652-672 and CE 013 805

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Career Exploration, *Decision Making, High School Curriculum, *Learning Activities, Manuals, *Orientation, *Public Service Occupations, Senior High Schools, Vocational Development, *Vocational Education

Identifiers—Applied Program of Public Service, Georgia

Part of a course designed to acquaint high school students with basic information concerning careers in community service, this student guide is the first of nine (each with accompanying teacher's manual) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the guide is on self-analysis, decision making skills, and introduction to public service. Contents are divided into several units of reading and related activities. Readings detail some specific aspects of the major occupational groups: educational services, social and economic services, government agency management, transportation management, regulatory services and records, public safety and corrections and judicial services, urban and rural and community development, and resources management. Activities, varying in length and complexity, are designed to provide the student with opportunities to further explore the objectives of the reading. (The accompanying teacher's manual is CE 013 656. Each of the other guides in the series deals in depth with one of the occupational areas. The course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available are a guide for the total program (Applied Program of Public Service), CE 013 652, and teacher's and student's guide for the second course, "Preparing for Public Service." The third course is a community-based cooperative work experience program.) (JT)

ED 145 265 CE 013 656

Introduction to Decision Making in Public Service. A Major Unit in the Public Service Cluster. Teacher's Manual.

Gwinnett County Schools, Ga.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—OEG-0-71-4781

Note—167p.; For related documents see CE 013 652-672 and CE 013 805

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Career Exploration, Curriculum Guides, *Decision Making, High School Curriculum, *Learning Activities, Manuals, *Orientation, *Public Service Occupations, Senior High Schools, *Vocational Development, *Vocational Education

Identifiers—Applied Program of Public Service, Georgia

Part of a course designed to acquaint high school students with basic information concerning careers in community service, this teacher's manual is the first of nine (each with accompanying student guide) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the manual is on self-analysis, decision making skills, and introduction to public service. Contents of the student guide are included (readings and related activities) with additional teacher's pages inserted for each unit. These contain lists of materials needed, purpose of the unit activities, notes on guidance, and suggested modifications or extensions of activities in the student guide. Answers to student self-check activities and other exercises are provided in the final section. Activities include a field trip to a public service agency, an occupational fair with speakers and displays from several public agencies, trait and self-analysis testings to aid students in assessing vocational interest, and potential selection by each student of two major occupational groups to study in depth. (The accompanying student guide is CE 013 655. The course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the total four-quarter program, Applied Program of Public Service, CE 013 652.) (JT)

ED 145 266 CE 013 657

Resources Management. A Major Occupational Group in the Public Service Cluster.

Gwinnett County Schools, Ga.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—OEG-0-71-4781

Note—140p.; For related documents see CE 013 652-672 and CE 013 805 ; Not available in hard copy due to marginal reproducibility of colored paper

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Exploration, Curriculum Guides, High School Curriculum, *Learning Activities, *Management, Manuals, *Natural Resources, *Occupational Information, *Public Service Occupations, Senior High Schools, Vocational Education

Identifiers—Applied Program of Public Service, Georgia

Part of a course designed to acquaint high school students with basic information concerning careers in public service, this student guide is one of nine (each with accompanying teacher's manual) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the guide is on resources management, one of eight major public service occupational groups included in the course. The student is introduced to the six job families of resources management: parks, forests, agriculture, conservation, fish and game, and pollution control. Specific job titles, job duties, functions, and requirements are presented. Contents are divided into several units of reading and related activities, some designed for completion independently, some by groups. (The accompanying teacher's manual is CE 013 658. The total course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the whole four-quarter program, Applied Program of Public Service, CE 013 652.) (JT)

ED 145 267 CE 013 658

Resources Management. A Major Occupational Group in the Public Service Cluster. Teacher's Manual.

Gwinnett County Schools, Ga.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—OEG-0-71-4781

Note—202p.; For related documents see CE 013 652-672 and CE 013 805; Not available in hard copy due to marginal reproducibility of colored paper

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Exploration, Curriculum Guides, High School Curriculum, *Learning Activities, *Management, *Natural Resources, *Occupational Information, *Public Service Occupations, Senior High Schools, Vocational Education

Identifiers—Applied Program of Public Service, Georgia

Part of a course designed to acquaint high school students with basic information concerning careers in community service, this teacher's manual is one of nine (each with accompanying student guide) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the manual is on resources management, one of eight major public service occupational groups covered in the course. Contents of the student guide are included: readings and related activities introducing the six job families of resource management: parks, forests, agriculture, conservation, fish and game, and pollution control. Specific job titles, job duties, functions, and requirements are presented. Additional teacher's pages are inserted for each unit. These contain lists of materials needed, purpose of the unit activities, notes on guidance, and suggested modifications or extensions of activities in the student guide. Answers to student self-check activities and other exercises are provided in the final section. (The accompanying student guide is CE 013 657. The course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the total program, Applied Program of Public Service, CE 013 652.) (JT)

ED 145 268 CE 013 659

Government Agency Management. A Major Occupational Group in the Public Service Cluster.

Gwinnett County Schools, Ga.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—OEG-0-71-4781

Note—85p.; For related documents see CE 013 652-672 and CE 013 805 ; Not available in hard copy due to marginal reproducibility of colored paper

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrative Agencies, *Career Exploration, *Government (Administrative Body), High School Curriculum, *Learning Activities, *Management, Manuals, *Public Service Occupations, Senior High Schools, Vocational Education

Identifiers—Applied Program of Public Service, *Georgia

Part of a course designed to acquaint high school students with basic information concerning careers in community service, this student guide is one of nine (each with accompanying teacher's manual) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the guide is on government agency management, one of eight major public service occupational groups covered in the course. The student is introduced to the organization and functions of government at all levels; to job families (general management, fiscal management, contract management, personnel management, and public information and public affairs); and to qualifications and employment prospects. Contents are divided into several units of reading and related activities, some designed for completion independently and some by groups. One unit is a field trip to a government agency. (The accompanying teacher's manual is CE 013 660. The course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools.

Also available is a guide for the total three-quarter program, Applied Program of Public Service, CE 013 652.) (JT)

ED 145 269 CE 013 660

Government Agency Management. A Major Occupational Group in the Public Service Cluster. Teacher's Manual.

Gwinnett County Schools, Ga.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—OEG-0-71-4781

Note—119p.; For related documents see CE 013 652-672 and CE 013 805 ; Not available in hard copy due to marginal reproducibility of colored paper

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Agencies, *Career Exploration, Curriculum Guides, *Government (Administrative Body), High School Curriculum, *Learning Activities, *Management, *Occupational Information, *Public Service Occupations, Senior High Schools, Vocational Education

Identifiers—Applied Program of Public Service, *Georgia

Part of a course designed to acquaint high school students with basic information concerning careers in community service, this teacher's manual is one of nine (each with accompanying student guide) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the manual is on government agency management, one of eight major public service occupational groups covered in the course. Contents of the student guide are included: readings and related activities on organization and functions of government at all levels; job families (general management, fiscal management, contract management, personnel management, and public information and public affairs); and qualifications and employment prospects. Additional teacher's pages are inserted throughout; these contain lists of materials needed, purpose of the activities, notes on guidance, and suggested modifications or extensions of activities in the student guide. Activities include a field trip to a government agency. Answers to student self-check activities and other exercises are provided in the final section. (The accompanying student guide is CE 013 659. The course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the total program, Applied Program of Public Service, CE 013 652.) (JT)

ED 145 270 CE 013 661

Transportation Management. A Major Occupational Group in the Public Service Cluster.

Gwinnett County Schools, Ga.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—OEG-0-71-4781

Note—81p.; For related documents see CE 013 652-672 and CE 013 805 ; Not available in hard copy due to marginal reproducibility of colored paper

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Agencies, *Career Exploration, Federal Government, Government (Administrative Body), High School Curriculum, *Learning Activities, *Management, Manuals, *Occupational Information, *Public Service Occupations, Senior High Schools, *Transportation, Vocational Education

Identifiers—Applied Program of Public Service, Georgia

Part of a course designed to acquaint high school students with basic information concerning careers in public service, this student guide is one of nine (each with accompaning teacher's manual) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the guide is on transportation management, one of eight major public service occupational groups included in the course. The student is introduced to the field of transportation management, to the major federal transportation agencies (Federal Aviation Administration, Federal Highway Administration, National Highway Traffic Safety Administration, and Federal Railroad Administration), and to worker functions and duties for jobs available in the various job families: the airways, the highways, and the railways. Contents are divided into several units of reading and related activities, some designed for completion independently, some by groups. (The accompanying teacher's manual is CE 013 662. The course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the total program, Applied Program of Public Service, CE 013 652.) (JT)

ED 145 271 CE 013 662

Transportation Management. A Major Occupational Group in the Public Service Cluster. Teacher's Manual.

Gwinnett County Schools, Ga.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—OEG-0-71-4781

Note—125p.; For related documents see CE 013 652-672 and CE 013 805 ; Not available in hard copy due to marginal reproducibility of colored paper

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Agencies, *Career Exploration, Curriculum Guides, Federal Government, Government (Administrative Body), High School Curriculum, *Learning Activities, *Management, *Occupational Information, *Public Service Occupations, Senior High Schools, *Transportation, Vocational Education

Identifiers—Applied Program of Public Service, Georgia

Part of a course designed to acquaint high school students with basic information concerning careers in public service, this teacher's manual is one of nine (each with accompanying student guide) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the manual is on transportation management, one of eight major public service occupational groups covered in the course. Contents of the student guide are included: readings and related activities concerning introduction to transportation management, the major federal transportation agencies (Federal Aviation Administration, Federal Highway Administration, National Highway Traffic Safety Administration, and Federal Railroad Administration), and worker functions and duties for jobs available in the various job families: the airways, the highways, the railways. Additional teacher's pages are inserted for each unit. These contain lists of materials needed, purpose of the unit activities, notes on guidance, and suggested modifications or extensions of activities in the student guide. Answers to student self-check activities and other exercises are provided in the final section. (The accompanying student guide is CE 013 661. The total course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the whole four-quarter program, Applied Program of Public Service, CE 013 652.) (JT)

ED 145 272 CE 013 663

Public Safety, Corrections, and Judicial Services. A Major Occupational Group in the Public Service Cluster.

Gwinnett Coun. / Schools, Ga.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—OEG-0-71-4781

Note—107p.; For related documents see CE 013 652-672 and CE 013 805 ; Not available in hard copy due to marginal reproducibility of colored paper

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Exploration, Career Ladders, *Correctional Rehabilitation, *Courts, Fire Protection, High School Curriculum, Law Enforcement, Learning Activities, Legal Education, Manuals, *Occupational Information, *Public Service Occupations, *Safety, Senior High Schools, Vocational Education

Identifiers—Applied Program of Public Service, Georgia

Part of a course designed to acquaint high school students with basic information concerning careers in public service, this student guide is one of nine (each with accompanying teacher's manual) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the guide is on resources management, one of eight major public service occupational groups included in the course. The student is introduced to criminal and civil justice, the job families (law enforcement, fire protection, probation and parole, courts, and corrections), functions and duties of the job families, career ladders in each, and qualifications and requirements. Contents are divided into several units of reading and related activities, some designed for completion individually, some by groups. (The accompanying teacher's manual is CE 013 664. The total course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the whole four-quarter program, Applied Program of Public Service, CE 013 652.) (JT)

ED 145 273 CE 013 664

Public Safety, Corrections, and Judicial Services. A Major Occupational Group in the Public Service Cluster. Teacher's Manual.

Gwinnett County Schools, Ga.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—OEG-0-71-4781

Note—152p.; For related documents see CE 013 652-672 and CE 013 805 ; Not available in hard copy due to marginal reproducibility of colored paper

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Exploration, Career Ladders, *Correctional Rehabilitation, *Courts, Curriculum Guides, Fire Protection, High School Curriculum, Law Enforcement, Learning Activities, Legal Education, *Occupational Information, *Public Service Occupations, *Safety, Senior High Schools, Vocational Education

Identifiers—Applied Program of Public Service, Georgia

Part of a course designed to acquaint high school students with basic information concerning careers in public service, this teacher's manual is one of nine (each with accompanying student guide) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the manual is on public safety, corrections, and judicial services, one of eight major public service occupational groups covered in the course. Contents of the student guide are included: readings and related activities covering criminal and civil justice, the job

families (law enforcement, fire protection, probation and parole, courts, and corrections), functions and duties of the job families, career ladders in each, and qualifications and requirements. Additional teacher's pages are inserted throughout. These contain lists of materials needed, purpose of the unit activities, notes on guidance, and suggested modifications or extensions of activities in the student guide. Answers to student self-check activities and other exercises are provided in the final section. (The accompanying student guide is CE 013 663. The total course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the whole four-quarter program, Applied Program of Public Service, CE 013 652.) (JT)

ED 145 274 CE 013 665

Social and Economic Services. A Major Occupational Group in the Public Service Cluster.

Gwinnett County Schools, Ga.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—OEG-0-71-4781

Note—91p.; For related documents see CE 013 652-672 and CE 013 805 ; Not available in hard copy due to marginal reproducibility of colored paper

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Exploration, Counseling, Employment Services, High School Curriculum, *Learning Activities, Manuals, *Occupational Information, *Public Service Occupations, Rehabilitation, Senior High Schools, *Social Services, Vocational Education, *Welfare Services

Identifiers—Applied Program of Public Service, Georgia

Part of a course designed to acquaint high school students with basic information concerning careers in public service, this student guide is one of nine (each with accompanying teacher's manual) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the guide is on social and economic services, one of eight major public service occupational groups included in the course. The student is introduced to the job families in the group (counseling, assistance, rehabili- tion, and employment) and to the career outlook and requirements and qualifications for each. Contents are divided into several units of reading and related activities, some designed for completion independently, some by groups. (The accompanying teacher's manual is CE 013 666. The total course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the whole four-quarter program, Applied Program of Public Service, CE 013 652.) (JT)

ED 145 275 CE 013 666

Social and Economic Services. A Major Occupational Group in the Public Service Cluster. Teacher's Manual.

Gwinnett County Schools, Ga.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—OEG-0-71-4781

Note—139p.; For related documents see CE 013 652-672 and CE 013 805 ; Not available in hard copy due to marginal reproducibility of colored paper

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Exploration, Counseling, Curriculum Guides, Employment Services, High School Curriculum, *Learning Activities, *Occupational Information, *Public Service Occupations, Rehabilitation, Senior High Schools, *Social Services, Vocational Education, *Welfare Services

Identifiers—Applied Program of Public Service, Georgia

Part of a course designed to acquaint high school students with basic information concerning careers in public service, this teacher's manual is one of nine (each with accompanying student guide) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the manual is on social and economic services, one of eight major public service occupational groups covered in the course. Contents of the student guide are included: readings and related activities on the job families in the group (counseling, assistance, rehabilitation, and employment) and on the career outlook and requirements and qualifications for each. Additional teacher's pages are inserted for each unit. These contain lists of materials needed, purpose of the unit activities, notes on guidance, and suggested modifications or extensions of activities in the student guide. Answers to student self-check activities and other exercises are provided in the final section. (The accompanying student guide is CE 013 665. The total course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the whole four-quarter program, Applied Program of Public Service, CE 013 652.) (JT)

ED 145 276 CE 013 667

Regulatory Services and Records. A Major Occupational Group in the Public Service Cluster.

Gwinnett County Schools, Ga.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—OEG-0-71-4781

Note—124p.; For related documents see CE 013 652-672 and CE 013 805

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Administrative Agencies, *Career Exploration, Federal Government, *Federal Regulation, Government (Administrative Body), High School Curriculum, *Learning Activities, Manuals, *Occupational Information, *Public Service Occupations, *Recordkeeping, Senior High Schools, State Government, State Standards, Vocational Education

Identifiers—Applied Program of Public Service, Georgia

Part of a course designed to acquaint high school students with basic information concerning careers in public service, this student guide is one of nine (each with accompanying teacher's manual) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the guide is on regulatory services and records, one of eight major public service occupational groups included in the course. The student is introduced to the specific government regulatory agencies at both federal and state (Georgia) levels, the job families in these agencies (inspection, examiner, licenser, census, customs, immigration, public records, and taxation), the duties of various groups of workers in each, and qualifications for employment. Contents are divided into several units of reading and related activities, some designed for completion independently, some by groups. (The accompanying teacher's manual is CE 013 668. The total course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the whole four-quarter program, Applied Program of Public Service, CE 013 652.) (JT)

ED 145 277 CE 013 668

Regulatory Services and Records. A Major Occupational Group in the Public Service Cluster. Teacher's Manual.

Gwinnett County Schools, Ga.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—OEG-0-71-4781

Note—170p.; For related documents see CE 013 652-672 and CE 013 805

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Administrative Agencies, *Career Exploration, Curriculum Guides, Federal Government, *Federal Regulation, Government (Administrative Body), High School Curriculum, *Learning Activities, *Occupational Information, *Public Service Occupations, *Recordkeeping, Senior High Schools, State Government, State Standards, Vocational Education

Identifiers—Applied Program of Public Service, Georgia

Part of a course designed to acquaint high school students with basic information concerning careers in public service, this teacher's manual is one of nine (each with accompanying student guide) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the manual is on regulatory services and records, one of eight major public service occupational groups covered in the course. Contents of the student guide are included: readings and related activities covering the specific government regulatory agencies at both federal and state (Georgia) levels, the job families in these agencies (inspection, examiner, licenser, census, customs, immigration, public records, and taxation), the duties of various groups of workers in each, and qualifications for employment. Additional teacher's pages are inserted for each unit. These contain lists of materials needed, purpose of the unit activities, notes on guidance, and suggested modifications or extensions of activities in the student guide. Answers to student self-check activities and other exercises are provided in the final section. (The accompanying student guide is CE 013 667. The total course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the whole four-quarter program, Applied Program of Public Service, CE 013 652.) (JT)

ED 145 278 CE 013 669

Educational Services. A Major Occupational Group in the Public Service Cluster.

Gwinnett County Schools, Ga.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—OEG-0-71-4781

Note—100p.; For related documents see CE 013 652-672 and CE 013 805

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Career Exploration, *Education, High School Curriculum, Learning Activities, *Librarians, Libraries, Manuals, *Museums, *Occupational Information, *Public Service Occupations, Senior High Schools, Teaching, Vocational Education

Identifiers—Applied Program of Public Service, Georgia

Part of a course designed to acquaint high school students with basic information concerning careers in public service, this student guide is one of nine (each with accompanying teacher's manual) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the guide is on educational services, one of eight major public service occupational groups included in the course. The student is introduced to the educational services job families (education, libraries, and museums), the functions and duties in each, worker qualifications and career ladders, employment

qualifications, and job opportunities. Suggested activities include a field trip and observation visits. Contents are divided into several units of reading and related activities, some designed for completion independently, some by groups. (The accompanying teacher's manual is CE 013 670. The total course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the whole four-quarter program, Applied Program of Public Service, CE 013 652.) (JT)

ED 145 279 CE 013 670

Educational Services. A Major Occupational Group in the Public Service Cluster. Teacher's Manual.

Gwinnett County Schools, Ga.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—OEG-0-71-4781

Note—145p.; For related documents see CE 013 652-672 and CE 013 805

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Career Exploration, Curriculum Guides, *Education, High School Curriculum, Learning Activities, *Librarians, Libraries, *Museums, *Occupational Information, *Public Service Occupations, Senior High Schools, Teaching, Vocational Education

Identifiers—Applied Program of Public Service, Georgia

Part of a course designed to acquaint high school students with basic information concerning careers in public service, this teacher's manual is one of nine (each with accompanying student guide) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the manual is on educational services, one of eight major public service occupational groups covered in the course. Contents of the student guide are included: readings and related activities on the educational services job families (education, libraries, and museums), the functions and duties in each, worker qualifications and career ladders, employment qualifications, and job opportunities. Suggested activities include a field trip and observation visits. Additional teacher's pages are inserted for each unit. These contain lists of materials needed, purpose of the unit activities, notes on guidance, and suggested modifications or extensions of activities in the student guide. Answers to student self-check activities and other exercises are provided in the final section. (The accompanying student guide is CE 013 669. The total course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the whole four-quarter program, Applied Program of Public Service, CE 013 652.) (JT)

ED 145 280 CE 013 671

Rural, Urban, and Community Development. A Major Occupational Group in the Public Service Cluster.

Gwinnett County Schools, Ga.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—OEG-0-71-4781

Note—53p.; For related documents see CE 013 652-672 and CE 013 805

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Career Exploration, *Community Development, High School Curriculum, *Learning Activities, Manuals, *Occupational Information, *Public Service Occupations, *Rural Development, Senior High Schools, Urban Areas, Vocational Education

Identifiers—Applied Program of Public Service, Georgia

Part of a course designed to acquaint high school students with basic information concerning careers in public service, this student guide is one of nine (each with accompanying teacher's manual) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the guide is on rural, urban, and community development, one of eight major public service occupational groups included in the course. The student is introduced to the field in general, the job families within it (community action, planning, building and zoning, and land acquisition), and the worker qualifications and employment outlook for each. Contents are divided into several units of reading and related activities, some designed for completion independently, some by groups. (The accompanying teacher's manual is CE 013 672. The total course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the whole four-quarter program, Applied Program of Public Service, CE 013 652.) (JT)

ED 145 281 CE 013 672

Rural, Urban, and Community Development. A Major Occupational Group in the Public Service Cluster. Teacher's Manual.

Gwinnett County Schools, Ga.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—OEG-0-71-4781

Note—82p.; For related documents see CE 013 652-672 and CE 013 805

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Career Exploration, *Community Development, Curriculum Guides, High School Curriculum, *Learning Activities, *Occupational Information, *Public Service Occupations, *Rural Development, Senior High Schools, Urban Areas, Vocational Education

Identifiers—Applied Program of Public Service, Georgia

Part of a course designed to acquaint high school students with basic information concerning careers in public service, this teacher's manual is one of nine (each with accompanying student guide) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the manual is on rural, urban, and community development, one of eight major public service occupational groups covered in the course. Contents of the student guide are included: readings and related activities on the field in general, the job families within it (community action, planning, building and zoning, and land acquisition), and the worker qualifications and employment outlook for each. Additional teacher's pages are inserted for each unit. These contain lists of materials needed, purpose of the unit activities, notes on guidance, and suggested modifications or extensions of activities in the student guide. Answers to student self-check activities and other exercises are provided in the final section. (The accompanying student guide is CE 013 671. The total course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the whole four-quarter program, Applied Program of Public Service, CE 013 652.) (JT)

ED 145 282 CE 013 805

Preparing for Public Service. A Developmental Course in the Public Service Cluster.

Gwinnett County Schools, Ga.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—OEG-0-71-4781

Note—300p.; For related documents see CE 013 652-672

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—Basic Skills, *Communication Skills, High School Curriculum, *Interpersonal Competence, *Job Skills, Learning Activities, Manuals, *Public Service Occupations, *Recordkeeping, Senior High Schools, Skill Development, *Vocational Education

Identifiers—Applied Program of Public Service, Georgia

Designed to acquaint high school students with the common competencies related to all public service jobs, this manual is intended for use (along with its accompanying teacher's manual, CE 013 654) in a one-quarter course, "Preparing for Public Service." (The course is the second in a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools.) Contents of the manual are divided into several units of readings followed by related activities, some designed for completion independently, some by groups. Topics are (1) introduction to communication, (2) written communication (the business letter, the application form, the memorandum, captions and telegrams, the short report), (2) oral communications and getting along with other people (speaking fluently and indicating emphasis, listening and responding skills, identification and use of basic skills in getting along with others–personalizing skills, good grooming), (3) basic recordkeeping (filing systems and data processing), and (4) interviewing skills and application for a public service job. (Student guides and teacher's manuals for the other courses and a guide to the total program, CE 013 652, are available separately.) (JT)

ED 146 319 CE 008 466

Williams, Michael J., Ed.

A Curriculum Guide for Industrial Arts in the Elementary School.

Central Connecticut State Coll., New Britain.

Pub Date—76

Note—77p.; Several pages may not reproduce well due to faint type

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Career Education, Curriculum Guides, Educable Mentally Handicapped, Educational Objectives, Elementary Education, Elementary School Teachers, Fused Curriculum, Gifted, Handicapped Students, *Industrial Arts, *Learning Activities, Learning Disabilities, Physically Handicapped, Regular Class Placement, *Special Education, Student Characteristics, *Student Projects, Teacher Workshops, Teaching Techniques, Vocational Education

Materials contained in this curriculum guide were developed to provide both regular and special education instructors at the elementary school level as well as elementary school industrial arts consultants with some understanding of how industrial arts activities can be used to enrich the elementary school program. Discussion covers a definition and philosophy behind using industrial arts activities at the elementary school level; general goals of the elementary school and industrial arts in the elementary school; objectives to stress with the gifted, the educable mentally retarded, children with learning disabilities, children with emotional problems, and children with physical handicaps; developmental tasks of elementary school youth; methods of integrating industrial arts with other school subjects; and methods of implementing career education in the elementary school. The major portion of the guide consists of applicable projects and activities by grade level (K-6) including a description of project objectives, project developmental tasks, integration of project with other subject areas, how project facilitates career education, construction procedure, bill of materials, tools needed, and working drawings. A suggested outline for a workshop to be conducted by the industrial arts consultant-specialist for elementary school teachers, a suggested tool list, and a bibliography are appended. (Edi-

tor/TA)

ED 146 320 CE 008 821

Hawkinson, Bruce

Teacher Guide and Test Answers to Ten Office Education Mini-Manuals on Office Communication Proofreading.

New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education.

Pub Date—76

Note—18p.; For related documents see CE 008 821-831

Available from—Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, $8.50; not available separately)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Answer Keys, *Business Education, *Business English, Capitalization (Alphabetic), *Editing, Enrichment, Grammar, Letters (Correspondence), *Manuals, *Office Occupations Education, Punctuation, Remedial Instruction, Secondary Education, Spelling, Supplementary Textbooks, Teaching Guides, Writing Skills

Identifiers—New Mexico

This teacher's guide accompanies ten mini-manuals which provide business and office students with instruction in the following areas: word division; subject and verb agreement; plurals and possessives; commas, dashes, and parentheses; periods, questions, exclamations, and semicolons; capitalization; numbers; spelling; other punctuation; and proofreading. The guide includes a brief overview of the contents of each mini-manual, instructions for their use as supplementary, remedial, or enrichment tools, and answers to the tests found in each of the ten manuals. (BM)

ED 146 321 CE 008 822

Hawkinson, Bruce

Give a Word a Break: An Office Education Mini-Manual on Word Division.

New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education.

Pub Date—76

Note—31p.; For related documents see CE 008 821-831

Available from—Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, $8.50; not available separately)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Business Education, *Business English, Instructional Materials, Learning Activities, Manuals, *Office Occupations Education, *Punctuation, Secondary Education, Tests, Writing Skills

Identifiers—New Mexico

One in a series of ten mini-manuals on office communication proofreading, this booklet provides the business and office student instruction in word division. Included are terminal and specific objectives, word division rules and related information, and tasks for practice. A test over the information presented concludes the manual. (Test answers are included in the teacher's manual for the series–CE 008 821.) (BM)

ED 146 322 CE 008 823

Hawkinson, Bruce

Let's Get Together: An Office Education Mini-Manual on Subject-Verb Agreement.

New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education.

Pub Date—76

Note—34p.; For related documents see CE 008 821-831

Available from—Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, $8.50; not available separately)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Business Education, *Business English, *Grammar, Instructional Materials, Learning Activities, Manuals, *Office Occupations Education, Secondary Education, *Syntax, Tests, *Verbs, Writing Skills

Identifiers—New Mexico

One in a series of ten mini-manuals on office communication proofreading, this booklet for business and office students provides instruction in subject-verb agreement. Included are terminal and specific objectives, related grammar rules and definitions, and tasks for practice. A test over the information presented concludes the manual. (Test answers are included in the teacher's manual for the series–CE 008 821.) (BM)

ED 146 323 CE 008 824

Hawkinson, Bruce

S with or without a Squiggle. An Office Education Mini Curriculum Manual on Plurals & Possessives.

New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education.

Pub Date—76

Note—37p.; For related documents see CE 008 821-831

Available from—Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, $8.50; not available separately)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Business Education, *Business English, *Case (Grammar), *Grammar, Instructional Materials, Learning Activities, Manuals, *Office Occupations Education, *Plurals, Secondary Education, Syntax, Tests, Writing Skills

Identifiers—New Mexico

One in a series of ten mini-manuals on office communication proofreading, this booklet for business and office students provides instruction in the use of plurals and possessives. Included are terminal and specific objectives, grammar rules and related information, and tasks for practice. A test over the information presented concludes the manual. (Test answers are included in the teacher's manual for the series–CE 008 821.) (BM)

ED 146 324 CE 008 825

Hawkinson, Bruce

Short Stops. An Office Education Mini Curriculum Manual on Commas, Dashes, and Parentheses.

New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education.

Pub Date—76

Note—41p.; For related documents see CE 008 821-831

Available from—Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, $8.50; not available separately)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Business Education, *Business English, Instructional Materials, Learning Activities, Manuals, *Office Occupations Education, *Punctuation, Secondary Education, Tests

Identifiers—New Mexico

One in a series of ten mini-manuals on office communication proofreading, this booklet for business and office students provides instruction in the use of commas, dashes, and parentheses. Included are terminal and specific objectives, punctuation rules and related information, and tasks for practice. A test over the information presented concludes the manual. (Test answers are included in the teacher's manual for the series–CE 008 821.) (BM)

ED 146 325 CE 008 826

Hawkinson, Bruce

Dead Ends. An Office Education Mini Curriculum Manual on Periods, Questions, Exclamations, and Semicolons.

New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education.

Pub Date—76

Note—29p.; For related documents see CE 008 821-831

Available from—Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, $8.50; not available separately)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Business Education, *Business English, *Grammar, Instructional Materials, Learning Activities, Manuals, *Office Occupations Education, *Punctuation, Secondary Education, Tests, Writing Skills

Identifiers—New Mexico

One in a series of ten mini-manuals on office communication and proofreading, this booklet for business and office students provides instruction in the use of periods, question marks, exclamation marks, and semicolons. Included are terminal and specific objectives, punctuation rules and related information, and tasks for practice. A test over the information presented concludes the manual. (Test answers are included in the teacher's manual for the series–CE 008 821.) (BM)

ED 146 326 CE 008 827

Hawkinson, Bruce

Draw Me Big: An Office Education Mini Curriculum Manual on Capitalization.

New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education.

Pub Date—76

Note—30p.; For related documents see CE 008 821-831

Available from—Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, $8.50; not available separately)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Business Education, *Business English, *Capitalization (Alphabetic), *Grammar, Instructional Materials, Learning Activities, Manuals, *Office Occupations Education, Secondary Education, Tests, Writing Skills

Identifiers—New Mexico

One in a series of ten mini-manuals on office communication proofreading, this booklet for business and office students provides instruction in capitalization. Included are terminal and specific objectives, capitalization rules and related information, and tasks for practice. A test over the information presented concludes the manual. (Test answers are included in the teacher's manual for the series–CE 008 821.) (BM)

ED 146 327 CE 008 828

Hawkinson, Bruce

One, Two, Three. An Office Education Mini Curriculum Manual on Numbers.

New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education.

Pub Date—76

Note—33p.; For related documents see CE 008 821-831

Available from—Curriculum Development Unit, New Mexico State Department of Education,

Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, $8.50; not available separately)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Business Education, *Business English, *Grammar, Instructional Materials, Learning Activities, Manuals, *Numbers, *Office Occupations Education, Secondary Education, Tests, *Writing Skills

Identifiers—New Mexico

One in a series of ten mini-manuals on office communication proofreading, this booklet for business and office students provides instruction in the use of numbers in written communication. Included are terminal and specific objectives, usage rules and related information, and tasks for practice. A test over the information presented concludes the manual. (Test answers are included in the teacher's manual for the series–CE 008 821.) (BM)

ED 146 328 CE 008 829

Hawkinson, Bruce

Dispel Misspelling. An Office Education Mini Curriculum Manual on Spelling.

New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education.

Pub Date—76

Note—31p.; For related documents see CE 008 821-831

Available from—Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, $8.50; not available separately)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Business Education, *Business English, *Grammar, Instructional Materials, Learning Activities, Manuals, *Office Occupations Education, Secondary Education, *Spelling, *Spelling Instruction, Tests, Writing Skills

Identifiers—New Mexico

One in a series of ten mini-manuals on office communication proofreading, this booklet for office education students provides instruction in spelling. Included are terminal and specific objectives, spelling rules and related information, and tasks for practice. A test over the information presented concludes the manual. (Test answers are included in the teacher's manual for the series–CE 008 821.) (BM)

ED 146 329 CE 008 830

Hawkinson, Bruce

Punctuation Potpourri. An Office Education Mini Curriculum Manual on Other Punctuation Marks.

New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education.

Pub Date—76

Note—28p.; For related documents see CE 008 821-831

Available from—Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, $8.50; not available separately)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Business Education, *Business English, Clerical Workers, *Grammar, Instructional Materials, Learning Activities, Manuals, *Office Occupations Education, *Punctuation, Secondary Education, Tests, *Writing Skills

Identifiers—New Mexico

One in a series of ten mini-manuals on office communication proofreading, this booklet for business and office students provides instruction in the use of apostrophes, quotes, italics, hyphens, brackets, ellipsis dots, leader dots, bullets, superscripts, and subscripts. Included are terminal and specific objectives, punctuation rules and related information, and tasks for practice. A test over the information presented concludes the manual. (Test answers are included in the teacher's manual for the series–CE 008 821.) (BM)

ED 146 330 CE 008 831

Hawkinson, Bruce

What's Wrong? An Office Education Mini Curriculum Manual on Catching Errors.

New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education.

Pub Date—76

Note—25p.; For related documents see CE 008 821-831

Available from—Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, $8.50; not available separately)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Business Education, *Business English, *Editing, *Grammar, Instructional Materials, Learning Activities, Manuals, *Office Occupations Education, Secondary Education, Tests, Writing Skills

Identifiers—New Mexico

One in a series of ten mini-manuals on office communication proofreading, this booklet for business and office students provides instruction in proofreading for errors in written communication. Included are terminal and specific objectives, a list of the commonly used proofreading marks and related instructions, and tasks for practice. A test over the information presented concludes the manual. (Test answers are included in the teacher's manual for the series–CE 008 821.) (BM)

ED 146 331 CE 009 423

Mankiw, Dorothy S. Elefante, Michael A.

Beauty Culture II. Teacher's Guide.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Pub Date—Jan 77

Note—466p.; For a related document see CE 013 621

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (BC-392, $7.50 plus postage)

EDRS Price MF-$0.83 HC-$24.77 Plus Postage.

Descriptors—Cosmetologists, *Cosmetology, Course Content, Course Evaluation, Curriculum Guides, Educational Objectives, Hygiene, Learning Activities, *Lesson Plans, Secondary Education, Service Occupations, Teaching Guides, Teaching Methods, Teaching Techniques, Tests, *Unit Plan, Units of Study, *Visual Aids, *Vocational Education

Identifiers—New Jersey

This teacher's manual presents a course outline for the second semester (270 hours) of a four-semester course in beauty culture. The syllabus is divided into nine sections and includes the following areas of instruction: the shop and the cosmetologist; scalp applications and shampooing; hair styling; hair cutting; manicuring and pedicuring; permanent waving; chemical relaxing; hair coloring; and facials. Each of these major divisions consists of one or more unit plans which cover objectives, lesson sequence and lesson plans, teacher preparation, teaching tips, student activities, and evaluation procedures. The remainder of the manual includes a suggested weekly plan book, forty-three handout sheets, sixteen tests with answer sheets, seventy-eight transparency masters, and a suggested evaluation and record system. (Author/BM)

ED 146 332 CE 010 407

The Consumer and Homemaking Cluster. Career Orientation Series.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—76

Note—67p.; For related documents see CE 010 407-412 ; Page 66 may be marginally legible due to small print

Available from—Instructional Materials Laboratory, Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 (out-of-state, $0.60; in-state, $0.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Exploration, Child Care Occupations, *Consumer Education, Food Service Occupations, Grade 7, Grade 8, Instructional Materials, Junior High Schools, Learning Activities, *Occupational Clusters, *Occupational Home Economics, *Occupational Information, Service Occupations

Developed to provide seventh and eighth grade students information about careers in the consumer and homemaking occupational cluster, this booklet may be used to integrate career information with various subject areas. (It is one of several student booklets developed for use in the Ohio Career Orientation Program at grades 7 and 8 to assist students in making tentative career decisions for exploration activities in grades 9 and 10.) Most of the guide is devoted to overviews of seven career areas in the cluster, followed by several paragraphs of occupational information on each of two or three specific jobs in each area. Additional jobs are listed with brief one- or two-sentence descriptions. The seven areas are (1) clothing and textiles, (2) consumer and homemaking educational services, (3) family economics, (4) family relationships and child development, (5) food and nutrition, (6) household and personal care, and (7) housing design, home furnishings, and household equipment. Following each job description a brief exploration activity is suggested through which the student would learn more about the job. A chart is provided with notes on how various school subjects (home economics, English, social science, industrial arts, physical education, music, science, art, and mathematics) are related to the consumer and homemaking cluster careers. A list of qualities needed for consumer and homemaking careers and a list of sources for additional career information (professional associations and specific government bulletins) are included along with a vocabulary list and a chart matching the jobs listed with the corresponding page number and codes in the "Dictionary of Occupational Titles" (DOT). Illustrated with drawings and photographs. (JT)

ED 146 333 CE 010 408

The Environment Cluster. Career Orientation Series.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—75

Note—66p.; For related documents see CE 010 407-412

Available from—Instructional Materials Laboratory, Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 (out-of-state, $0.60; in-state, $0.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Biological Sciences, *Career Exploration, *Environment, Environmental Education, Environmental Technicians, Grade 7, Grade 8, Instructional Materials, Junior High Schools, Learning Activities, *Occupational Clusters, *Occupational Information, *Occupations, Physical Environment, Physical Sciences

Developed to provide seventh and eighth grade students information about careers in the environment occupational cluster, this booklet may be used

to integrate career information with various subject areas. (It is one of several student booklets developed for use in the Ohio Career Orientation Program at grades 7 and 8 to assist students in making tentative career decisions for exploration activities in grades 9 and 10.) Several jobs are listed with brief one- or two-sentence descriptions in each of five career areas in the cluster: (1) life science, (2) physical science, (3) education and technology (health technologists and planners and managers), (4) environmental implementation, and (5) environmental application. A closer look at seven specific careers is provided through brief case studies of one individual working in each job: what he does and how he prepared himself. These jobs are air pollution inspector, waste water analyst, environmental health technician, public health sanitarian, private industry sanitarian, interpretive naturalist, and assistant urban planner. Brief exploration activities are suggested through which students would learn more about each job. A chart is provided with notes on how various school subjects (mathematics, English, science, social science, industrial arts, physical education, music, art, and home economics) are related to the environment cluster careers. A list of qualities needed for environment careers and a list of sources for additional career information (professional associations and specific government bulletins) are included along with a vocabulary list. Illustrated with drawings and photographs. (JT)

ED 146 334 CE 010 409

The Health Cluster. Career Orientation Series.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—76

Note—67p.; For related documents see CE 010 407-412

Available from—Instructional Materials Laboratory, Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 (out-of-state, $0.60; in-state, $0.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Exploration, Grade 7, Grade 8, *Health Occupations, Instructional Materials, Junior High Schools, Learning Activities, *Occupational Clusters, *Occupational Information

Developed to provide seventh and eight grade students information about careers in the health occupational cluster, this booklet may be used to integrate career information with various subject areas. (It is one of several student booklets developed for use in the Ohio Career Orientation Program at grades 7 and 8 to assist students in making tentative career decisions for exploration activities in grades 9 and 10.) Ten major categories of health occupations are briefly described: operations, health information systems, health services delivery, mental health, accident and emergency services, dental science and services, medical science and services, biologic science and technology, health services administration, and pharmaceutical science and services. A closer look at seven specific careers is provided through brief case studies of one individual working in each job: hospital administrator, medical record technician, intensive care nurse, physician, dentist, occupational therapist, and pharmacist. Related jobs are listed under each. Brief exploration activities are suggested through which students can learn more about the jobs. A chart is provided with notes on how various school subjects (home economics, English, social science, industrial arts, physical education, music, science, art, and mathematics) are related to the health cluster careers. A list of qualities needed for health careers and a list of sources for additional career information (professional associations and specific government bulletins) are included along with a vocabulary list and information on projected job opportunities in the various areas. (JT)

ED 146 335 CE 010 410

The Hospitality and Recreation Cluster. Career Orientation Series.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—76

Note—66p.; For related documents see CE 010 407-412

Available from—Instructional Materials Laboratory, Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 (out-of-state, $0.60; in-state, $0.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Exploration, Grade 7, Grade 8, Instructional Materials, Junior High Schools, Learning Activities, *Occupational Clusters, *Occupational Information, *Occupations, *Recreation, Service Occupations

Identifiers—*Hospitality Occupations

Developed to provide seventh and eighth grade students information about careers in the hospitality and recreation occupational cluster, this booklet may be used to integrate career information with various subject areas. (It is one of several student booklets developed for use in the Ohio Career Orientation Program at grades 7 and 8 to assist students in making tentative career decisions for exploration activities in grades 9 and 10.) Six major categories of hospitality and recreation careers are briefly described with several job titles listed for each. A closer look at five careers is provided through brief case studies of one individual working in each job: maintenance worker in a metropolitan park, animal keeper in the zoo, lifeguard, camp counselor, and recreation director. Brief exploration activities are suggested through which students can learn more about the jobs. A chart is provided with notes on how various school subjects (home economics, English, social science, industrial arts, physical education, music, science, art, and mathematics) are related to the hospitality and recreation cluster careers. A list of qualities needed for hospitality and recreation careers and a list of sources for additional career information (professional associations and specific government bulletins) are included along with a vocabulary list, notes on employment outlook, and questions to guide students' decision making. The text is illustrated with numerous photographs. (JT)

ED 146 336 CE 010 411

The Marine Science Cluster. Career Orientation Series.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—75

Note—65p.; For related documents see CE 010 407-412

Available from—Instructional Materials Laboratory, Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 (out-of-state, $0.60; in-state, $0.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Exploration, Grade 7, Grade 8, Instructional Materials, Junior High Schools, Learning Activities, Manufacturing, Marine Biology, Marine Technicians, Natural Resources, *Occupational Clusters, *Occupational Information, *Oceanology, Transportation

Developed to provide seventh and eighth grade students information about careers in the marine science occupational cluster, this booklet may be used to integrate career information with various subject areas. (It is one of several student booklets developed for use in the Ohio Career Orientation Program at grades 7 and 8 to assist students in making tentative career decisions for exploration activities in grades 9 and 10.) Most of the guide is devoted to overviews of four career areas in the cluster, followed by description and discussion of several specific jobs in each area. The four areas are (1) marine transportation, (2) marine resources, (3) marine construction and manufacturing, and (4) marine research. Brief exploration activities are suggested through which students can learn more about the jobs. A chart is provided with notes on how various school subjects (home economics, English, social science, industrial arts, physical education, music, science, art, and mathematics) are related to the marine science cluster careers. A list of qualities needed for marine science careers and a list of sources for additional career information (professional associations and specific government bulletins) are included along with a vocabulary list and questions to aid student decision making. The text is illustrated with drawings and photographs. (JT)

ED 146 337 CE 010 412

The Personal Service Cluster. Career Orientation Series.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—76

Note—66p.; For related documents see CE 010 407-412

Available from—Instructional Materials Laboratory, Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 (out-of-state, $0.60; in-state, $0.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Barbers, *Career Exploration, Cosmetologists, Grade 7, Grade 8, Hygiene, Instructional Materials, Junior High Schools, Learning Activities, *Occupational Clusters, *Occupational Information, *Service Occupations

Developed to provide seventh and eighth grade students information about careers in the personal service occupational cluster, this booklet may be used to integrate career information with various subject areas. (It is one of several student booklets developed for use in the Ohio Career Orientation Program at grades 7 and 8 to assist students in making tentative career decisions for exploration activities in grades 9 and 10.) Several jobs are listed with brief one- or two-sentence descriptions in each of five career areas in the cluster: (1) physical culture, (2) barbering services, (3) cosmetology services, (4) mortuary science, and (5) household pet services. A closer look at five specific careers is provided through brief case studies of one individual working in each job: veterinarian's assistant/animal technician, apprentice director, electrologist/cosmetic therapist, barber, and pet shop owner/manager. Focus is on abilities, interests, and preparation, and activities for each job. Brief exploration activities are suggested through which students can learn more about the jobs. A chart is provided with notes on how various school subjects (home economics, English, social science, industrial arts, physical education, music, science, art, and mathematics) are related to the personal service cluster careers. A list of qualities needed for personal service careers and a list of sources for additional career information (professional associations and specific government bulletins) are included along with a vocabulary list. The text is illustrated with photographs. (JT)

ED 146 338 CE 011 450

Harwy, E. B. Masemann, Vandra L.

Occupational Graduates and the Labour Force.

Ontario Dept. of Education, Toronto.

Pub Date—75

Note—230p.; For a related document see CE 011 451

Available from—Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2 ($2.50)

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Career Education, Disadvantaged Youth, *Employment Experience, Followup Studies, Graduate Surveys, Handicapped, Job Skills, Job Training, Labor Force, Learning Disabilities, Longitudinal Studies, Low Ability Students, Low

Achievers, *Program Effectiveness, Program Evaluation, Secondary Education, Sex Differences, *Skill Development, Socioeconomic Influences, Socioeconomic Status, *Student Attitudes, Student Characteristics, Student Experience, Trend Analysis, *Vocational Education, Vocational Followup, Work Experience

Identifiers—Ontario

The follow-up study of 2,101 students from occupational programs in Ontario secondary schools reported in this document is retrospective and longitudinal in nature. The study was intended to ascertain the effectiveness of the occupational program in enabling graduates to secure employment and to hold a job, and to assess the relation to and influences on occupational graduates of other background and school variables. The actual employment experiences of occupational graduates and the relation of their training to these experiences were studied and the effects on students just completing a two- or three-year occupational program in 1973 were examined. A baseline survey was carried out concurrently with the follow-up survey, and personal interviews were conducted to supplement the results of the follow-up survey and to provide a cross-check on them. This report is organized as follows: Chapter 1 outlines the scope, objectives, and method of the study; in chapter 2 the results of the follow-up survey in the three areas of school, job, and background information are examined. In chapter 3 these responses are discussed with reference to patterns of variation by school variables. A more in-depth view of the world of the occupational graduate is presented in chapter 4, based on interviews with graduates. In chapter 5 the responses to the baseline survey are discussed, with additional reference to patterns of variation by sex. Chapter 6 discusses findings and conclusions. Appendixes contain forms and materials used in the study. (TA)

ED 146 339 CE 011 451

Harvey, Edward B. Masemann, Vandra L.

An Evaluation of the Career Development Credit Course.

Ontario Dept. of Education, Toronto.

Pub Date—75

Note—236p.; For a related document see CE 011 450 ; Best copy available

Available from—Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2 ($3.00)

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Career Choice, Career Education, Career Planning, Course Evaluation, *Credit Courses, Educational Research, Occupational Aspiration, *Program Effectiveness, Program Evaluation, Questionnaires, Secondary Education, Sex Differences, *Student Attitudes, *Student Characteristics, Student Evaluation, Student Motivation, *Teacher Attitudes, *Vocational Development, Work Experience

Assessment of the Career Development Credit Course (CDCC), a career planning course, instituted in twenty-one Ontario secondary schools to prepare students for further education or for the labor market is reported in this document. Data reported are based on questionnaires completed by 1,789 sample and control students who have taken the course and are still in school or in the labor market, and on an in-depth interview with teachers of CDCC. Chapters are organized as follows: Chapter 1 describes the scope and objectives of the study. Chapter 2 deals with background characteristics of CDCC respondents and control respondents, and chapter 3 contains a discussion of the expectations, aspirations, and employment experiences of the two groups. Chapter 4 deals with information concerning students' experience with CDCC. Chapter 5 discusses the teaching and evaluation of CDCC from the teachers' point of view. Chapter 6 reports findings on male/female differences in the use of CDCC including the following: Females are more attracted to this type of course, are more highly motivated, and have higher (short-term) aspirations than males in the course; the two predominant career paths chosen by males and females in the study deviate little from traditional ones of the past generation. Chapter 7 presents the conclusion that CDCC is fulfilling many of the purposes for which it was established both for students still in school and for those already in the labor market. Appendixes contain forms and materials used in the study. (TA)

ED 146 340 CE 011 523

Postle, Walter Heckman, Bradford

An Investigation into the Computerized Data Bases of the Employment & Training Administration. Report on Second-Year Activities 1975-1976.

California Univ., Berkeley. Lawrence Berkeley Lab.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.; Energy Research and Development Administration, Washington, D.C.

Pub Date—Jan 77

Note—212p.; Best copy available

Available from—National Technical Information Service, U.S. Department of Commerce, 5285 Port Royal Road, Springfield, Virginia 22161 (Printed copy $6.72; Microfiche $3.00)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Computer Storage Devices, Data Analysis, *Data Bases, Data Processing, *Electronic Data Processing, Guides, Information Processing, *Information Retrieval, Information Utilization, *Management Information Systems

Identifiers—Department of Labor, Employment and Training Administration, United States

This report reviews activities of a research project which developed tools for bridging the gap between computerized data bases (of the Department of Labor's Employment and Training Administration) and data users who have no technical backgrounds. The development of RMIS (Regional Management Information System) is documented and serves to enable executives and staff officers as well as analysts to maximize the usefulness of information available through computers. A number of means (tools) are described to explain how several data systems are made available to users and how users may interact with those systems on human terms. (Working directly with the computer, users may retrieve information after browsing through viewing lists, analyze data by requesting charts or maps, and prepare reports by summarizing lists of relevant data. Additional tools facilitate the integration of data from different computer data bases.) Recommendations are presented that continued effort be expended to further develop computer-based tools which permit rapid and timely access and analysis of data. A 134-page appendix includes technical documentation of the computer tools, guide for their use, and sample reports via the interactive tools. (NR)

ED 146 342 CE 012 282

The Heart Saver Handbook. A Manual for Those Working for Heart Disease Prevention through Dietary Change.

Chicago Heart Association, Ill.

Spons Agency—Illinois Regional Medical Program, Chicago.; National Heart and Lung Inst. (DHEW/PHS), Bethesda, Md.

Pub Date—75

Contract—72-2924-6-29-72; OG-49

Note—44p.

Available from—Chicago Heart Association, Room 1240, 20 North Wacker, Chicago, Illinois 60606 ($2.75; complete set of slide/tape cassettes, script, handbook, and resource booklets, $125.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Community Education, *Disease Control, Foods Instruction, *Health Education, Health Guides, Hypertension, *Nutrition, Nutrition Instruction, Physical Health, Preventive Medicine, *Program Content, Program Descriptions, Program Development, Program Evaluation, Program Guides, *Self Care Skills, Teaching Guides, Teaching Methods

Identifiers—*Heart Disease

This handbook for nutritionists and dietitians as well as other health professionals (physicians, nurses, and health educators) is a guide to the content and conduct of the Heart Saver Program, a health education program designed to help prevent heart disease by bringing about significant changes in the food habits of the public. The content covers eight areas: (1) overview of heart disease prevention through dietary change, (2) goals and philosophy of the program, (3) influences on eating styles and creating the need for change; (4) content of the Heart Saver Eating Style as contained in six slide-tape units: Get Acquainted With Your Heart; The Eating Style; Making Some Changes; The Main Dish; Milk Products, Fats, and Oils; and Fruits, Vegetables, Grains, and Legumes; (5) methods, materials, activities, and techniques utilized in the program, (6) basic features of a model program for community education in the inner city poverty and minority areas, (7) adaptations of the program in hospital and industrial settings, and (8) methods for evaluating the program participants and the program. (EM)

ED 146 343 CE 012 393

Von Moltke, Konrad Schneevoigt, Norbert

Educational Leaves for Employees. European Experience for American Consideration. A Report for the Carnegie Council on Policy Studies in Higher Education.

Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif.

Pub Date—77

Note—278p.

Available from—Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 ($12.95)

Document Not Available from EDRS.

Descriptors—*Adult Education, Comparative Analysis, Continuous Learning, Educational Finance, *Educational Policy, *Educational Practice, Federal Legislation, *Foreign Countries, International Organizations, Labor Market, *Labor Unions, *Leave of Absence, Military Training, Personnel Policy, Socioeconomic Influences, Vocational Education

Identifiers—Austria, Belgium, *Educational Leave, France, Italy, Netherlands, Norway, Sweden, United Kingdom, West Germany

Educational leave policies-paid time-off from work for educational purposes-in France, Germany, Italy, and Sweden are compared and extensively analyzed, and also, to a lesser degree, the policies in Austria, Belgium, the Netherlands, Norway, and the United Kingdom. These analyses, intended to be relevant to the American scene in relation to lifelong learning, point to the development of paid educational leave programs in Western Europe as being in the nature of a next step in the evolution of postwar labor market and social policy and not primarily as an educational venture. Emphasis is on the effects of leave policies, rather than on a discussion of their provisions. Answers are provided to questions such as Who participates in leaves? How are they financed? Is training predominantly vocational? To what extent are trade unions involved? How do leaves relate to labor market needs? and What problems remain unresolved? It is noted that one of the most important conclusions-and the one most relevant to the American scene is that, in the absence of strong trade union pressure, paid educational leave programs would not have been adopted in Western Europe. Major chapter headings follow: What Is Educational Leave?; The European Debate on Educational Leave; France; Germany; Sweden; Italy; Austria; Belgium; the Netherlands, Norway, and the United Kingdom; and Problems in Educationl Leave Policies. (SW)

ED 146 344 CE 012 461

McNutt, Dorothy Ellen

Criteria for Assessing Content Validity of Cooperative Education Courses in Post-Secondary Business Programs.

Pub Date—76

Note—110p.; Master's Thesis, Nova University

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Accreditation (Institutions), *Business Education, *Cooperative Education, *Course Content, *Course Evaluation, Educational Objectives, *Evaluation Criteria, Guidelines, Higher Education, Post Secondary Education, State Standards, Student Development, Surveys, Validity

Identifiers—Texas

Major questions addressed in this study were (1) What is the educative purpose of cooperative education (CE) courses in postsecondary business programs? and (2) What are the essential objectives which will receive appropriate recognition and accreditation from the educational and accrediting community? A survey instrument containing sixteen philosophical statements concerning cooperative education course content was designed, refined, validated, and sent to ten administrators of business programs in senior colleges and universities and to all consultants in two state accrediting agencies. Respondents rank ordered the sixteen statements. The highest ranked statements emphasized career exploration, career growth, and awareness of societal relationships. These were combined with other research factors to produce twenty guidelines for developing and assessing cooperative education course content in postsecondary business programs. Guidelines can be applied to the statements in a CE course syllabus or document, the course description in a college catalog, the procedural outlines in the CE handbook, requirements in the learning contract or training plan, and the stipulations in the employer agreement. Recommendations included these: that a proposed implementation procedure for credentialing and funding purposes be written and that techniques be developed for bringing employing organizations and educational institutions closer together. (BL)

ED 146 345 CE 012 497

Kelley, Catherine H.

The Development of Individualized Supportive Services for Physically and Sensorially Limited Adults at a Post-Secondary Area Vocational School. Final Report. January 1975-June 1977.

McLennan Community Coll., Tex.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date—Jun 77

Note—270p.; For a related document see ED 116 759. Appendix O (twenty-six pages) may not reproduce well due to faint, blurred type

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—*Adult Students, *Ancillary Services, *Architectural Barriers, Area Vocational Schools, Building Design, Counseling Services, *Handicapped Students, Higher Education, Individualized Instruction, Neurologically Handicapped, Orthopedically Handicapped, Physically Handicapped, Post Secondary Education, *Program Development, *Special Programs, Student Adjustment, Student Needs, Student Problems, Tutoring, Visually Handicapped, Vocational Education

A project was conducted to develop and implement a coordinated program of supportive services for the physically and sensorially limited adult at the postsecondary level. Phase I consisted of removing architectural barriers, establishing an advisory committee, staffing the project, preparing the budget, and purchasing needed equipment. During Phase II the clientele were identified, services were established and offered, and recruitment and publicity tools were developed. Phase III included special programs, e.g., an awareness week to sensitize the campus and community populations to the problems and needs of the handicapped. The major portion of this document is comprised of appended material, some of which are a bibliography; "Support Services for the Physically Limited Handbook," which provides a detailed description of the services offered; description of phase I activities; evaluation and certification procedures for new construction; proposal for removing architectural barriers in parking places; advisory committee members; procedures for support services for the physically handicapped; proposed budget; equipment inventory and description of students served; and papers on college for the physically handicapped, tutorial techniques for the blind, and developing study skills. (EM)

ED 146 346 CE 012 502

Kempton, Robert F. And Others

Specifications and Model Format for the Curriculum Products.

National Evaluation Systems, Inc., Amherst, Mass.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Note—44p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Curriculum Design, *Curriculum Development, Curriculum Planning, Guides, Instructional Design, *Instructional Systems, Material Development, *Models, Program Evaluation, *Systems Development

This instructional systems planning guide presents specific criteria for developing a complete instructional program, as well as a method for designing the program. Chapter 1 presents an overview of curriculum development. Chapter 2 provides a brief description of each major activity in the process of curriculum development, which includes conducting a feasibility study and a task analysis; developing measurable objectives, criteria instruments and learner activity materials; validating individual modules, implementing and testing the system; and conducting a followup on completers. Each major activity is presented in the following format: purpose, activities, product, and discussion. Chapter 3 presents the operational process of developing curriculum. A flowchart is first presented, followed by a series of activities listed for the accomplishment of each step in the process. A cover sheet for personnel assignment and delineation of job parameters is also provided. In chapter 4 a suggested format for the final curriculum product is outlined in ten sections. A glossary of concepts and terms associated with an instructional systems development approach concludes the guide. (BL)

ED 146 348 CE 012 551

Richardson, William B. McFadden, Joan R.

Employment Patterns and Earnings of Secondary School Vocational Education Graduates. RCU Technical Report Series Number One.

Purdue Univ., Lafayette, Ind. Dept. of Education.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—Mar 77

Note—40p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Employment Patterns, Employment Potential, *High School Graduates, Job Market, Labor Market, *Occupational Surveys, *Program Effectiveness, Program Evaluation, Relevance (Education), Secondary Education, State Surveys, *Vocational Education, *Vocational Followup, Wages

Identifiers—Indiana

Objectives of a study to provide empirical evidence of the effectiveness of vocational education training were (1) to identify the type of employment engaged in by graduates of secondary vocational programs initially, six months, and one year after graduation, and determine if this employment was related to the individuals' vocational training, (2) to identify starting salaries and patterns of earnings of the graduates and compare salaries of those employed in areas for which they were trained with those in other areas, and (3) to determine relationships between employment patterns and vocational program type. A follow-up instrument was mailed to 1,000 students randomly selected from a sample of 25 Indiana schools. Usable return rate was 68%. Findings revealed that 76% of the graduates sought full-time employment, that more than 50% secured employment in the area for which they were trained, and that the majority had held two full-time jobs or less with two months being the average time taken to enter the labor market. Wages ranged from $2.41 to $3.45 per hour. Earnings data did not support a premise that significantly higher earnings result when graduates are employed in the area for which they are trained, but it is suggested that earning differentials between vocational and nonvocational graduates be examined to determine if vocational training increases potential for earnings. Sample letters and the survey instrument are appended. (BL)

ED 146 349 CE 012 581

Everly, Al And Others

Drafting. Competency Based Curriculum.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Aug 77

Note—414p.; Several illustrations may not reproduce well due to faint, broken type

EDRS Price MF-$0.83 HC-$22.09 Plus Postage.

Descriptors—Architectural Drafting, *Behavioral Objectives, Curriculum Guides, *Drafting, Engineering Drawing, Engineering Graphics, *Learning Activities, *Performance Based Education, Technical Illustration, Unit Plan

This competency based drafting curriculum is presented in seven specialization sections with units in each section containing a competency statement, performance objective, learning activities, evaluation, and quiz or problem sheets. Some units also contain answer sheets and/or handout sheets. Sections and number of units presented are (1) basic drafting–19 units; (2) technical illustration–13 units; (3) architectural drafting–13 units; (4) piping–4 units; (5) electric drafting–10 units; (6) jigs and fixtures–6 units; and (7) heating and air conditioning–7 units. Illustrations are provided throughout the guide. (BL)

ED 146 350 CE 012 586

Lawson, Dorothy M. McDonald, Dorothea V.

Career Exploration Occupational Information for the Junior High/Middle School. A Planning Curriculum Guide.

Eastern Illinois Univ., Charleston.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—77

Note—420p.

EDRS Price MF-$0.83 HC-$22.09 Plus Postage.

Descriptors—Agricultural Occupations, *Bibliographies, Business, Career Education, *Career Exploration, Community Involvement, *Curriculum Development, Curriculum Guides, Fused Curriculum, Group Activities, Health Occupations, Intermediate Grades, Junior High Schools, *Learning Activities, Managerial Occupations, Middle Schools, *Occupational Clusters, Occupational Information, *Program Development, Public Service Occupations, Resource Materials, Service Occupations, Staff Role, Teaching Guides, Unit Plan, Vocational Development

Materials contained in this guide are designed to be used in planning a comprehensive career education program and for developing individual career

education units for grades 6-9. Section 1 is the planning guide and contains strategies for organizing, planning, and implementing a program, developing staff inservice, conducting a needs assessment, identifying resources, and preparing a resource center. There are also suggestions for involving the community, parents, and students in the planning and implementation process, and tips for conducting field trips and interviews. Section 2 provides curriculum guides for five selected occupational cluster units: applied biological and agricultural occupations; business, marketing, and management occupations; health occupations; industrial oriented occupations; and personal and public service occupations. Each unit provides a preface containing background information, and outlines subject matter area relationships, career development focus, occupational titles, teaching strategies, introductory activities, and individual and/or small group activities in which the student gathers information relevant to the occupations and refines the career development concepts. (The units are not lesson plans but they do contain the elements necessary to develop lesson plans appropriate to individual classes.) Section 3 provides a bibliography of resources appropriate for development of a career exploration curriculum, including books, audio-visuals, pamphlets, and sources of free and inexpensive materials. (TA)

ED 146 351 CE 012 599

Carney, Richard W.

The SI Metric System and Practical Applications.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Jul 77

Note—127p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($3.00 plus postage)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Concept Formation, Definitions, Instructional Materials, Junior Colleges, Manuals, Mathematical Concepts, *Mathematics Education, Mathematics Materials, Measurement, *Metric System, Secondary Education, Secondary School Mathematics, Units of Study

Intended for use in the technical program of a technical institute or community college, this student manual is designed to provide background in the metric system contributing to employability. Nine units are presented with objectives stated for each unit followed by questions or exercises. (Printed answers are supplied when necessary.) Unit 1 introduces metric definitions, a rationale for the change to metrics, and the basic mathematical units used. Unit 2 presents the use of prefixes and symbols, and explains spellings and the writing of numbers in the metric system. Units 3 through 9 present lessons on temperature (kelvin and Celsium scales), linear measure (kilometre, metre, decimetre, centimetre, and millimetre), building technology (metric tools and standards), area (square kilometre, square metre, square decimetre, square centimetre and square millimetre), volume (cubic metre, cubic decimetre, cubic centimetre), mass or weight (kilogram), and tire pressure, speed, and horsepower (kilopascal, kilometre per hour, and kilowatt). (BL)

ED 146 352 CE 012 610

Robinson, Ola Lee W.

Clothing and Textiles Resource Unit. Sewing on Knits.

Clemson Univ., S.C. Vocational Education Media Center.South Carolina State Dept. of Education, Columbia. Home Economics Education Section.

Pub Date—76

Note—35p.; For related documents see ED 090 407-408

Available from—Clemson University, Vocational Education Media Center, 10 Tillman Hall, Clemson, South Carolina 29631 ($1.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Curriculum Guides, Home Economics, *Learning Activities, Resource Units, Secondary Education, *Sewing Instruction, *Textiles Instruction, Unit Plan

This resource unit was designed to help secondary education home economics teachers plan student learning experiences pertaining to sewing on knits. The unit covers four principle topics and includes, for each topic an overall objective, behavioral objective, learning and/or evaluation experience(s) for students, and teaching resource(s), e.g., books, pamphlets, charts, leaflets, equipment, and supplies. The four topics covered are (1) selection and care of knit fabrics; (2) selection of patterns, supportive fabrics, and notions; (3) preparation for knit construction; and (4) construction of simple garments. A list of the teaching resources concludes this unit. (EM)

ED 146 353 CE 012 611

Barnett, Ruby S.

Housing and Home Furnishings Resource Unit. Landscaping the Homegrounds.

Clemson Univ., S.C. Vocational Education Media Center.South Carolina State Dept. of Education, Columbia. Home Economics Education Section.

Pub Date—76

Note—31p.; For a related document see ED 090 401

Available from—Clemson University, Vocational Education Media Center, 10 Tillman Hall, Clemson, South Carolina 29631 ($1.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Curriculum Guides, Family Environment, Home Economics, Home Furnishings, *Landscaping, *Learning Activities, Ornamental Horticulture, Resource Units, Secondary Education, Unit Plan

Identifiers—South Carolina

This resource unit, a supplement to the housing and home furnishings curriculum guide (see related note), was designed to help secondary education home economics teachers plan student learning experiences pertaining to the landscaping of a family's home grounds. The unit contains one page for each of nine principle topics, with each topic including a corresponding overall objective, behavioral objective, learning and/or evaluation experience(s) for students, and teaching resource(s), e.g., people, field trips, books, periodicals, pamphlets, and audio-visual materials. The nine topics covered are (1) landscaping, (2) landscaping needs, (3) drawing materials, (4) design principles, (5) relating elements of design to the landscape plan, (6) landscaping accessories, (7) plants adaptable to South Carolina, (8) lawn grasses, and (9) maintenance. A list of the teaching resources concludes this unit. (EM)

ED 146 354 CE 012 612

Gantt, Sara

Foods and Nutrition Resource Unit. Entertaining.

Clemson Univ., S.C. Vocational Education Media Center.South Carolina State Dept. of Education, Columbia. Home Economics Education Section.

Pub Date—76

Note—32p.; For a related document see ED 090 403

Available from—Clemson University, Vocational Education Media Center, 10 Tillman Hall, Clemson, South Carolina 29631 ($1.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Curriculum Guides, *Foods Instruction, Home Economics, Homemaking Education, *Homemaking Skills, *Learning Activities, *Nutrition Instruction, Resource Units, Secondary Education, Unit Plan

Identifiers—*Hospitality Education

This resource unit, a supplement to the foods and nutrition curriculum guide (see related note), was designed to help secondary education home economics teachers provide students with additional food study and plan for learning experiences in the art of entertaining. The unit covers four principle topics regarding the art of entertaining in a variety of social functions and includes for each topic an overall objective, behavioral objective, learning and/or evaluation experience(s) for students, and teaching resource(s), e.g., people, demonstrations, books, pamphlets, periodicals, and audio-visual materials. The four topics covered are (1) identifying the principles of entertaining, (2) managing resources when entertaining, (3) planning party time and special meals, and (4) planning environment and table appointment. A list of the teaching resources concludes this unit. (EM)

ED 146 356 CE 012 723

Wray, Ralph D. Hayden, Margaret B.

Home Furnishings Merchandising. A Suggested Interdisciplinary Guide.

Illinois State Univ., Normal.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—[76]

Note—125p.; For a related document see CE 012 724 ; Best copy available

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Behavioral Objectives, Business Education, Career Ladders, Curriculum Guides, *Home Furnishings, Interdisciplinary Approach, Job Application, Job Skills, *Learning Activities, Management, Marketing, *Merchandising, Occupational Home Economics, *Resource Materials, Senior High Schools, *Skill Development

This curriculum guide contains three sections: introduction, curriculum material, and an annotated bibliography. Introductory information provides an overview of the home furnishings merchandising area, aptitudes needed, and career opportunities; discusses potential career ladders, which are divided into entry level, middle management, and executive level positions; and describes four interdisciplinary approaches, or organizational patterns, which suggest options for the implementation of an interdisciplinary curriculum for the program areas of marketing and distribution, and home economics and related occupations. The curriculum material covers three broad areas, each consisting of from eleven to seventeen mini-units. Titles of the three areas and sample mini-unit headings follow: General Focuses (career preparation, resume/data sheet, interviewing, human relations); Marketing (sales, operating the cash register, merchandise mathematics, shoplifting prevention, advertising, display); and Merchandise Focuses (identification of furniture styles, upholstered furnishings construction, wood finishes, design and arrangement, color coordination, window treatments). Each mini-unit includes a focus heading, behavioral objective, learning activities, and competencies to be developed. The annotated bibliography lists approximately one hundred instructional materials available (free or at cost) from federal agencies, state education agencies, businesses, publishers, and consumer agencies. (SH)

ED 146 357 CE 012 724

Wray, Ralph D. Hayden, Margaret B.

Clothing/Apparel and Accessories Merchandising. A Suggested Interdisciplinary Guide.

Illinois State Univ., Normal.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—[76]

Note—143p.; For a related document see CE 012

723
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Behavioral Objectives, Business Education, Career Ladders, Curriculum Guides, *Fashion Industry, Interdisciplinary Approach, Job Skills, *Learning Activities, Management, Marketing, *Merchandising, Occupational Home Economics, *Resource Materials, Senior High Schools, *Skill Development

This curriculum guide contains three sections: introduction, curriculum material, and an annotated bibliography. Introductory information provides an overview of the clothing/apparel and accessories merchandising area, aptitudes needed, and career opportunities; discusses potential career ladders, which are divided into entry level, middle management, and executive level positions; and describes four interdisciplinary approaches, or organizational patterns, which suggest options for the implementation of an interdisciplinary curriculum for the program areas of marketing and distribution, and home economics and related occupations. The curriculum material in this guide covers three broad areas, each consisting of from one to twenty-nine mini-units. Titles of the three areas and sample mini-unit headings follow: General Focuses (human relations); Marketing Focuses (store location, store layout, sales, sale transaction, merchandising mathematics, buying, advertising); and Merchandise Focuses (comparison shopping, federal laws and regulations, determining customer need, merchandise information, merchandise product knowledge, fashion show). Each mini-unit includes a focus heading, behavioral objective, learning activities, and competencies to be developed. The annotated bibliography lists approximately one hundred instructional materials (free or at cost) from federal agencies, state education agencies, businesses, publishers, and consumer agencies. (SH)

ED 146 358 CE 012 867
Pathfinder: Project in Experience Based Career Education. First Interim Report.
Watertown Independent School District 1, S. Dak.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—1-46-600-1273-A1
Pub Date—31 Aug 77
Contract—G08-76-00114
Note—86p.; Parts of appendixes may reproduce poorly
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Adult Dropouts, *Adult Vocational Education, Basic Skills, *Career Education, Career Planning, Consumer Education, Demonstration Projects, Individualized Programs, Occupational Choice, Occupational Clusters, Program Development, Self Concept, Self Evaluation, Skill Development, *Vocational Development, *Work Experience Programs, *Young Adults
Identifiers—South Dakota (Watertown)

Objectives of the Watertown, South Dakota, exemplary experienced based career education project are to involve the community in the educational process of participants, who will be aided (1) in improving their self-concept, their relationships with others, and their basic skills; (2) in eliminating sex role stereotyping; (3) in understanding job clusters and families; and (4) in developing expertise in consumerism. The project serves a cross section of persons at least sixteen years of age and not enrolled in high school. Each student's program is individualized, designed to provide community based career education experiences, personal assessment, and assistance in strengthening basic and life skills. Fifty-nine students of diverse ages, ethnic, social, and educational backgrounds, abilities, and motivations were provided experiences at the project site, in the Lake Area Vocational Technical Institute, and in the community. The evaluation findings suggest a well-developed, meaningful program for the participating students. The first project year was one of forming policies and acquiring and developing instructional resources to meet the needs of students in accordance with the stated objectives. The project has the flexibility to meet the needs of adults in work exploration, guidance and counseling, and in basic educational skills. (BL)

ED 146 359 CE 012 875
Altschuld, James W. ·Terry, Terese
Youth Training Programs in Ohio's Community Action Agencies. A Case Study.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Ohio State Dept. of Economic and Community Development, Columbus.
Pub Date—Apr 77
Note—79p.; For a related document see CE 012 876
Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Action Programs (Community), Agency Role, Case Studies, Communication Problems, Community Action, *Community Agencies (Public), Counselor Training, *Disadvantaged Youth, Federal Programs, *Job Training, Out of School Youth, Post Secondary Education, *Program Effectiveness, Secondary Education, State Surveys, Youth Agencies, Youth Programs
Identifiers—Comprehensive Employment and Training Act, Job Corps, *Ohio

This report presents a case study of programs that provide either formal or informal training for economically disadvantaged youth from fourteen to twenty-one years of age at six community action agencies in the state of Ohio. The following programs involving the six agencies were examined: inschool public sector programs funded by the Comprehensive Employment Training Act (CETA); out-of-school public and private sector programs funded by CETA; out-of-school public and private sector programs funded by the Community Services Administration; and the Department of Labor's Job Corps program. Data collected through two sets of on-site interviews with agency administrators, job counselors, job supervisors, and program participants is summarized and presented in table and narrative form in terms of strengths and weaknesses inherent in the agencies and programs. Focus is on four facets of agency and program operation: context, identification, intervention, and evaluation. Recommendations grouped according to the four facets are presented and include improving communication between agencies and strengthening the counseling functions in agency programs. Appendixes include description of methodological factors that were considered prior to implementing the study, and complete sets of interview schedules. A companion volume of innovative program ideas culled from the study is available separately. (BL)

ED 146 360 CE 012 879
National Apprenticeship and Training Standards for Bricklaying. Revised.
Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training.
Pub Date—77
Note—46p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Admission Criteria, Affirmative Action, *Apprenticeships, *Bricklaying, Labor Legislation, *Labor Standards, Labor Unions, Local Unions, *Occupational Information, Program Administration, Program Development, *Skilled Occupations, Trade and Industrial Education, Vocational Education, Work Experience Programs

Developed as a guide for local joint apprenticeship and training committees in establishing local bricklaying apprenticeship programs, this booklet represents the sixth revision of the national apprenticeship and training standards for bricklaying apprenticeship. (The standards were prepared and approved by the National Joint Bricklaying Apprenticeship and Training Committee representing the International Union of Bricklayers and Allied Craftsmen, the Mason Contractors Association of America, and the Associated General Contractors of America, in cooperation with the Bureau of Apprenticeship and Training, U.S. Department of Labor.) Examples of the thirty-one provisions of standards included are the following: Duties of the National Joint Committee, Composition of the Local Joint Committee, Qualifications of Apprenticeship Applicants, Federal Laws and Regulations Affecting the Employment of Apprentices, Selection of Apprentices, Credit for Previous Experience, Training Program for Cleaner, Pointer, and Caulker Apprentices, Certification of Completion, Safety, and Supervision. Appended are a model affirmative action program and listings of Bureau of Apprenticeship and Training regional offices and state and territorial apprenticeship agencies. (TA)

ED 146 361 CE 012 957
Hoyt, Kenneth
Career Education and the Business-Labor-Industry Community. Monographs on Career Education.
Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—76
Note—27p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.45, minimum charge $1.00 for each mail order)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Business Responsibility, *Career Education, *Change Strategies, Cooperative Education, Cooperative Planning, Cooperative Programs, Definitions, Educational Change, *Educational Objectives, Interinstitutional Cooperation, *School Community Cooperation, *School Industry Relationship, Skill Development, *Vocational Development, Work Experience

Three Office of Career Education papers, specifically prepared for presentation to conferences of business-labor-industry persons are provided in this monograph, to clarify the roles and responsibilities, as well as advantages, of involvement in career education. The papers are titled the following: (1) The Linkage of Education with the World of Work and Career Development, which discusses work and careers, societal needs and career development, and work values; (2) Career Education and the Business-Labor-Industry Community, which outlines the basic nature, goals, and methodology of career education and the role business-labor-industry community would play in career education; (3) Career Education's Potential for Increasing Productivity, which presents eleven current conditions calling for educational reform, suggests ways in which these conditions can be said to have contributed to lack of productivity, and briefly outlines corrective measures called for by career education. (TA)

ED 146 362 CE 013 040
Hoyt, Kenneth B.
Refining the Career Education Concept: Part II. Monographs on Career Education.
Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—77
Note—37p.; For a related document see ED 132 427
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01739-3)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Career Education, *Community Colleges, Community Role, *Employment, *Job Training, Manpower Development, *Policy Formation, *Program Development, Public Policy,

Skill Development, Social Values, Work Attitudes

Four concept papers prepared by the director of the Office of Career Education, U.S. Office of Education, during 1976-77 are presented in this monograph. "Career Education and Manpower Training" presents a treatment of jobs versus work, specific vocational skills versus adaptability skills, paid employment versus productive use of leisure time, community authority versus community responsibility, and adjusting to society versus adjusting society. The second paper, "Basic Issues in Implementation of Career Education," deals with implementation issues in infusion and in collaboration. "The Human Side of Work," presents a study of the meaning of "work"-what it is, what it is not, and the difficulties encountered with the definition of "work." The fourth paper, "Career Education in the Community College: An Evolving Concept," deals with the role of community colleges in career education, and the basic elements of career education in community college settings. (BL)

ED 146 363 CE 013 041

Vetter, Louise Stockburger, David W.

Career Patterns of a National Sample of Women. Research and Development Series No. 95 (Reissue). Final Report.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—NE-C-00-3-0079

Note—110p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Adults, Blacks, *Careers, Caucasians, *Employment Patterns, Family Characteristics, *Females, Individual Differences, Labor Force, Labor Force Nonparticipants, Marital Status, National Surveys, Racial Differences, Social Science Research, *Socioeconomic Influences, Tables (Data), Theories, *Vocational Development, Work Attitudes, Work Experience, *Working Women

Identifiers—Super (Donald E), United States

Findings of a study are reported that applied two career pattern systems for women to historical data collected in 1967 on a national sample of 4,996 black and white women ages 30-34. Information was provided on (1) the proportion of women who can be classified into each career pattern in the system(s), and (2) relationships of career development variables to the career patterns. The first career pattern system was based on the milestones of leaving school, marriage, and the acquisition of the first child, with the intensity of work between these milestones in terms of the percentage of time spent in the labor force taken into account. The second set of career patterns was based on Donald Super's system of career patterns. Both career pattern systems were analyzed separately for black and white women. Means, standard deviations, and correlations were calculated for each career pattern in both systems for career development variables, including education, relative desirability of occupational assignment, age at milestones, proportion of time spent in the labor force, income, family related variables, and attitudes toward work. In this report, detailed findings are reported on career development variables, and five areas of implications of the data are presented: career patterns, career development, number of children, base data, and educational implications. (TA)

ED 146 364 CE 013 081

Legacy, James And Others

A Model for Assessing Employment Needs in Agribusiness Firms. Final Report.

Purdue Univ., Lafayette, Ind. Dept. of Education.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—Jul 77

Note—185p.; Best copy available

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Agribusiness, Agricultural Education, *Agricultural Occupations, Agricultural Personnel, Agricultural Supply Occupations, Agricultural Technicians, Employment Opportunities, *Employment Projections, *Models, *Needs Assessment, Off Farm Agricultural Occupations, Program Planning, Secondary Education, Vocational Agriculture

Identifiers—*Indiana

Activities are reviewed of a project to provide planning information for high school vocational agriculture programs in Indiana and to develop a procedural model for conducting employment needs assessments in agriculture. An introductory chapter presents the purpose, the objectives of the needs assessment, and the rationale for developing the model. Development of the procedural model is described in chapter 2, and the specific results of the model tests are presented along with a listing of its critical aspects. Major findings presented are the following: (1) The procedural model based upon a random sample of agribusinesses did provide access to agribusiness employment data and (2) model validation tests indicated that the stratification procedures used did contribute to the selection of a representative random sample of agribusinesses. Chapter 3 reports the agribusiness employment needs by vocational agriculture program areas. Results portray anticipated employment hiring in each of the nonfarm business areas of agriculture. Recommendations for planning Indiana vocational programs presented in chapter 4 include major program emphasis on preparation of workers for production agriculture, agricultural supplies and services, agricultural mechanics, agricultural products, and ornamental horticulture. Appendixes contain a list of agribusinesses by Standard Industrial Classification code and survey questionnaires and letters used in the project. (BL)

ED 146 365 CE 013 092

Chadwin, Mark Lincoln And Others

The Employment Service: An Institutional Analysis. R & D Monograph 51.

Urban Inst., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—77

Contract—DL-20-11-76-10

Note—226p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00296-7)

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Administrative Agencies, Administrative Organization, *Agencies, Community Agencies (Public), *Employment Services, Federal Government, Interagency Cooperation, *Interagency Coordination, *Organizational Effectiveness, *Performance Factors, Program Effectiveness, *Program Evaluation, Research, State Agencies

Identifiers—United States

A study investigating institutional factors affecting the performance of the employment service (ES) focused on (1) organizational characteristics conducive to high performance in state ES agencies and their local operations and (2) the external linkages of the ES with state and local politics, other agencies, and the U.S. Department of Labor (DOL). Field interviews were conducted in nine state employment security agencies (SESAs), five regional offices, and the U.S. Employment Service. The major findings were (1) SESAs with high performance tended to differ systematically in their organizational structures and style from SESAs with low performance, (2) SESAs differed in their adaptiveness to change and their receptivity to federal assistance, (3) the generally low performance of ES offices in urban areas seemed due in part to organizational factors, (4) SESA linkages to state level politics and other agencies were a secondary but important influence on ES operations, (5) SESA linkages to local level politics and other agencies were another secondary but important influence on ES performance, (6) the U.S. Employment Service has limited ability to guide and assist SESAs, and (7) political constraints and policy issues at the national level must be dealt with if the employment service is to improve. (This report includes recommendations for each of the major findings and an appendix containing supplementary information on the study's methodology and on the account executive, a proposed ES staff position.) (EM)

ED 146 369 CE 013 193

Ammerman, Harry L. Pratzner, Frank C.

Performance Content for Job Training. Volume 1. Introduction. Research and Development Series No. 121.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date—Mar 77

Contract—NE-C-00-3-0078

Note—43p.; For related documents see CE 013 193-197

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 121, $3.25; Set RD 121-125, with case, $23.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrator Guides, Curriculum, Curriculum Development, *Curriculum Planning, Guides, Job Analysis, Job Skills, *Job Training, *Labor Market, *Occupational Surveys, Performance Criteria, Post Secondary Education, Program Development, Program Effectiveness, Secondary Education, Surveys, *Systems Approach, Task Analysis, *Task Performance, Vocational Education

This volume is the first of five volumes describing a systematic approach for constructing task inventories, surveying the task performance of occupations, and analyzing survey data to determine the appropriate performance content for job training. (The approach, referred to as the task survey process, is designed to be of value to both occupational curriculum personnel and those persons concerned with noncurriculum issues of occupational description and updating of job content information.) This introductory volume is intended for agency and institutional management personnel. It provides an overview of the task survey and selection system, its rationale, and tested effectiveness. Four major sections are included: Introductory Overview of the Curriculum Content Derivation System; Background and Rationale (curriculum-product or process, present focus on curriculum planning, and systematic processes for identifying curriculum content); Expanded Overview of the Task Survey Process; and Putting the Process into Action: Implementation Considerations. A glossary and references are appended. (SH)

ED 146 370 CE 013 194

Ammerman, Harry L.

Performance Content for Job Training. Volume 2. Stating the Tasks of the Job. Research and Development Series No. 122.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date—Mar 77

Contract—NE-C-00-3-0078

Note—70p.; For related documents see CE 013 193-197

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio (RD 122, $5.10; Set RD

121-125, with case, $23.50)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Curriculum Development, Guidelines, Guides, *Job Skills, Job Training, Labor Market, *Occupational Information, Occupational Surveys, *Performance Criteria, Post Secondary Education, *Program Evaluation, Secondary Education, Systems Approach, *Task Performance, Vocational Education, *Writing

Designed to be of value to both occupational curriculum personnel and those persons concerned with noncurriculum issues of occupational description and updating of job content information, this volume is the second of a five-volume set describing a systematic approach for constructing task inventories, surveying the task performance of occupations, and analyzing survey data to determine the appropriate performance content for job training. This volume guides the user through an explicit set of procedural steps for developing comprehensive lists of task statements pertaining to the work done in a particular occupation, function, or cluster of related occupations. In sections 1 and 2, the user is introduced to the nature and characteristics of a task statement. Various problems likely to be encountered when constructing such statements of work activity are also discussed in section 2. Additional procedural steps for the reviewing, editing, and pilot testing of task statements prior to their subsequent use in occupational survey questionnaires are described in section 3. (SH)

ED 146 371 CE 013 195

Ammerman, Harry L.

Performance Content for Job Training. Volume 3. Identifying Relevant Job Performance. Research and Development Series No. 123.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date—Mar 77

Contract—NE-C-00-3-0078

Note—90p.; For related documents see CE 013 193-197

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio (RD 123, $6.25; Set RD 121-125, with case, $23.50)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Curriculum Development, *Data Processing, Design, Guides, *Job Skills, Job Training, Labor Market, *Occupational Surveys, Performance Criteria, Post Secondary Education, *Questionnaires, Secondary Education, Systems Approach, *Task Performance, *Test Construction, Testing, Test Results, Vocational Education

This volume is the third of five volumes describing a systematic approach for constructing task inventories, surveying the task performance of occupations, and analyzing survey data to determine the appropriate performance content for job training. (The approach, referred to as the task survey process, is designed to be of value to both occupational curriculum personnel and those persons concerned with noncurriculum issues of occupational description and updating of job content information.) This volume, through an explicit set of procedural steps, describes the design, administration, and analysis of questionnaire surveys of occupational performance (surveys which describe the extent to which task activities are part of the job expectancies of workers in a particular occupation or function). Four activities (presented in separate sections) are included: planning survey design and analysis, administering questionnaire to worker and supervisors, processing survey data, and reporting the survey results. (SH)

ED 146 372 CE 013 196

Ammerman, Harry L. Essex, Duane W.

Performance Content for Job Training. Volume 4. Deriving Performance Requirements for Training. Research and Development Series No. 124.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date—Mar 77

Contract—NE-C-00-3-0078

Note—92p.; For related documents see CE 013 193-197 ; Some pages may be marginally legible due to small type

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio (RD 124, $5.50; Set RD 121-125, with case, $23.50)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Behavioral Objectives, Curriculum, Curriculum Development, *Data Processing, Guides, *Job Skills, *Job Training, Labor Market, *Occupational Information, *Performance Criteria, Post Secondary Education, Secondary Education, Systems Approach, Vocational Education

Designed to be of value to both occupational curriculum personnel and those persons concerned with noncurriculum issues of occupational description and updating of job content information, this volume is the fourth of a five-volume set describing a systematic approach for constructing task inventories, surveying the task performance of occupations, and analyzing survey data to determine .he appropriate performance content for job training. Expanding upon the volume 3 (CE 013 195) procedures for conducting an occupational survey of task performance, this companion volume adds additional elements to produce an information base for use in making certain decisions about curriculum content. Procedures are focused on pre-employment preparation, serving to prepare an individual for employment in a particular occupation. In addition to supplementing volume 3, this volume is also designed for use by curriculum developers in deriving or verifying the appropriate task content of training programs. Descriptions of four activities (presented in separate sections) are included: planning survey design and analysis, processing survey data, stating the terminal performance objectives (TPOs), and considering the possible uses of TPOs. Possible task-training questions, an employer expectation questionnaire, and an example of a summary of training need for 150 tasks relevant to general secretaries are appended. (SH)

ED 146 373 CE 013 197

Mead, Michael A. And Others

Performance Content for Job Training. Volume 5. Processing Survey Data: Technical Appendices. Research and Development Series No. 125.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date—Mar 77

Contract—NE-C-00-3-0078

Note—90p.; For related documents see CE 013 193-197 ; Some parts may be marginally legible due to print quality of original

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio (RD 125, $5.50; Set RD 121-125, with case, $23.50)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Computer Programs, *Data Analysis, *Data Processing, Guides, Job Skills, *Job Training, *Occupational Information, Occupational Surveys, *Performance Criteria, Post Secondary Education, Secondary Education, Systems Approach, Vocational Education

This volume is the last of five volumes describing a systematic approach for constructing task inventories, surveying the task performance of occupations, and analyzing survey data to determine the appropriate performance content for job training. (The approach, referred to as the task survey process, is designed to be of value to both occupational curriculum personnel and those persons concerned with noncurriculum issues of occupational description and updating of job content information.) This volume includes two sections. Section 1 describes a computer program that can be used to process occupational survey data. The second section summarizes the results of analyses that entered into the determination of the task selection process of volume 4 (CE 013 196), covering performance requirements for training. This section is included to explain how and why the selection procedures of volume 4 were determined. (SH)

ED 146 374 CE 013 200

Nollen, Stanley D. And Others

Permanent Part Time Employment: The Manager's Perspective.

Georgetown Univ., Washington, D.C. School of Business Administration.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Report No.—DLMA-21-11-75-16

Pub Date—May 77

Contract—DL-21-11-75-16

Note—122p.

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Blue Collar Occupations, Business, Clerical Occupations, *Employer Attitudes, Employer Employee Relationship, *Employment Opportunities, Employment Patterns, Employment Potential, *Employment Practices, Employment Problems, *Manpower Utilization, Occupational Surveys, *Part Time Jobs, Working Hours

Identifiers—United States

An exploratory study attempted (1) to learn why some employers use permanent part time employment and others do not, (2) to suggest what the benefits and costs of part-time employment are, and (3) to describe which work settings are well-suited to part time employment and which are not. Data were obtained from personal interviews and mail questionnaires from sixty-eight private sector employers, both users and nonusers of permanent part-time employment. The occupations of workers studied were mainly clerical, operative, and laborer. The findings are that (1) the economic benefits and costs of part-time employment are not large and not central to the employers' decisions to use it, (2) employers do not have pejorative views about part-time workers but do see them as different from full-time workers, (3) the nature of the employer's business (work technology) strongly affects the usage of part-time employment, and (4) some dimensions of organizational climate distinguish users from nonusers. The findings indicate that the decision to use part-time employment is prompted by a scheduling problem and implementation depends on several factors, e.g., work technology, labor market conditions, and labor union influence. (The report includes thirty-one tables, ten charts, an appendix containing the interview and mail questionnaires and a bibliography.) (Author/EM)

ED 146 375 CE 013 211

Lambrecht, Judith J.

Evaluation of First-Year Shorthand Achievement. Final Report.

Minnesota Univ., Minneapolis. Div. of Business Education.

Spons Agency—Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.

Pub Date—Sep 77

Note—201p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Academic Achievement, Comparative Analysis, *High School Students, Low Ability Students, *Methods, Methods Research, Office Occupations Education, Secondary Education, Senior High Schools, *Skill Development, *Stenography, Student Attitudes
Identifiers—Century 21 Shorthand, Forkner Shorthand, Gregg Shorthand

Four main purposes of a study of students learning three shorthand systems were to determine if first-year students achieved minimum shorthand goals, to compare dictation achievements of students learning different shorthand methods for the possible selection of one system over another for certain groups of students, to gain further insight into factors related to different types of shorthand achievement, and to determine students' attitudes about learning shorthand and if those attitudes changed as the year progressed. Related research was reviewed and pretest, shorthand attitude, and shorthand achievement data were collected from 1,317 beginning shorthand students in 20 area high schools teaching Gregg, Forkner, or Century 21 shorthand. Seventy-three percent of the students completed the work and tests showed that the majority of the time Forkner shorthand students achieved the highest accuracy and transcription rate scores. Most students agreed that shorthand was easy to learn, but Forkner and Century 21 students agreed more strongly with this statement. However, one year of shorthand was not considered sufficient for high school students to develop minimal shorthand skills regardless of the system since no student could produce a mailable letter at 80 words per minute dictation. Recommendations included offering Forkner shorthand to students for at least one year, additional counseling for low aptitude students, and spending classroom time to discuss career opportunities, as well as personal use applications, for persons with shorthand skill. (BL)

ED 146 376 CE 013 234
Prager, Audrey Goldberg, Judith
National Program for Selected Population Segments. Project Summaries.
Abt Associates, Inc. Cambridge, Mass.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Report No.—AAI-77-62
Pub Date—Jul 77
Contract—DL-20-25-77-20
Note—117p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Abstracts, *Demonstration Projects, *Disadvantaged Groups, *Employment Programs, Employment Services, Federal Programs, Females, Handicapped, Job Training, *Minority Groups, Older Adults, Program Descriptions, Rural Population, Youth
Identifiers—Comprehensive Employment and Training Act, Exoffenders, *National Program for Selected Population Segments, United States

Intended to serve as a sourcebook for prime sponsors, this report summarizes the first phase of a project to analyze and document the activities of the National Program for Selected Population Segments (NPSPS). NPSPS was funded under the Comprehensive Employment and Training Act (CETA) to provide employment and training services to special population groups, e.g., women, youth, rural workers. The content is in three sections and provides a preliminary summary of the program goals, project types, and project activities. Section 1 describes the NPSPS program with regard to its legislative authority, project selection procedures, programmatic intent, project goals, strategies and organizational structures, project services, and client eligibility and recruitment. Section 2 describes the types of projects currently serving each selected population segment. Section 3 comprises the bulk of this report and presents project-by-project information in a concise one-page abstract which includes prime sponsor, project title, contact person, project description, major goals and objectives, organization administering the project, staffing budget, recruitment process and client profile, activities, outcome to-date, progress and problems, replication issues, documentation available, and duration of grant. These abstracts include twenty-six women projects, twenty-one handicapped projects, sixteen youth projects, seven ex-offender projects, four rural projects, five older worker projects, and three other types of projects. (EM)

ED 146 378 CE 013 238
McCormick, Ernest J. And Others
Job-Derived Selection: Follow Up Report. Technical Report No. 4.
Purdue Research Foundation, Lafayette, Ind.
Spons Agency—Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Report No.—4
Pub Date—May 77
Contract—N00014-76-C-0274
Note—72p.; For a related document see ED 137 504
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Aptitude Tests, *Occupational Tests, Performance Tests, Predictive Ability (Testing), Testing, Test Reliability, Test Results, *Test Validity, Vocational Aptitude
Identifiers—*General Aptitude Test Battery, *Position Analysis Questionnaire

A study dealt with the use of the Position Analysis Questionnaire (PAQ) within a job component validity framework as the basis for estimating aptitude requirements of jobs represented by scores on commercially available tests as contrasted with scores on General Aptitude Test Battery (GATB) tests. Procedures generally consisted of the use of job dimension scores based on previous principal components analyses of the PAQ as the predictors of four types of test-related criteria, as follows: the mean test scores of incumbents on the individual jobs; the score one standard deviation below the mean of the incumbents on the individual jobs; validity coefficients; and an indication as to whether the test would be valid. Analyses were carried out for five constructs (general intelligence, verbal aptitude, numerical aptitude, spatial aptitude, and clerical perception) using all four criteria for those jobs for which adequate test data and PAQ analyses were available. In summary: (1) Previous research with the use of the PAQ as the basis for establishing aptitude requirements has dealt exclusively with test data from the GATB tests, but (2) the results of this study indicate clearly that such data can also be used in establishing aptitude requirements in terms of commercial tests that presumably measure the same constructs. (TA)

ED 146 379 CE 013 250
DISCOVER: A Computer-Based Career Guidance & Counselor-Administrative Support System. Final Report. 1 September 1976-30 June 1977.
Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.Office of Education (DHEW), Washington, D.C.
Pub Date—Jun 77
Note—150p.; For related documents see CE 013 251 and ED 136 055; Best copy available
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Career Education, Computer Assisted Instruction, *Computer Oriented Programs, Counselor Role, *Decision Making, Elementary Secondary Education, Guidance Services, Information Dissemination, *Information Systems, Instructional Systems, Learning Modules, *Occupational Guidance, *Program Administration, Program Descriptions, Program Development, *Program Effectiveness, Program Evaluation, Vocational Counseling
Identifiers—DISCOVER

Activities of the Project DISCOVER team during the ten-month period from September 1, 1975 through June 30, 1976 are summarized in this report. (DISCOVER is a computer-based career guidance system under development since September 1972.) The major section reviews progress in meeting each of the following four objectives during the funding period, and where appropriate, discusses the problems encountered and relates future plans: (1) to complete the programming of all remaining modules of the grades 7-12 system, including all administrative and counselor-support functions, (2) to field test the total grades 7-12 guidance system in two sites in Maryland, (3) to revise the system in design, scripting, and/or programming as needed as a result of the findings of the field trial, and (4) to develop and implement a dissemination strategy, including description of the formation of the DISCOVER Foundation, Inc. Appendixes, comprising the major portion of the document, contain the following materials: design of counselor-administrative support system, documents related to the field trial, documents related to formation of the DISCOVER Foundation, Inc., and publicity materials. (TA)

ED 146 380 CE 013 251
Bowlsbey, JoAnn H. And Others
DISCOVER: A Computer-Based Career Guidance & Counselor-Administrative Support System. Field Trial Report.
DISCOVER Foundation, Inc., Westminster, Md.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.; International Business Machines Corp., Poughkeepsie, N.Y.; Office of Education (DHEW), Washington, D.C.
Pub Date—76
Note—80p.; For related documents see CE 013 250 and ED 136 055; Best copy available
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Attitudes, Career Education, Computer Assisted Instruction, *Computer Oriented Programs, Decision Making, Elementary Secondary Education, Guidance Services, *Information Systems, *Occupational Guidance, Parent Attitudes, *Program Effectiveness, Program Evaluation, Questionnaires, Student Attitudes, *Vocational Development
Identifiers—DISCOVER

A comprehensive report of the last six weeks of a three-month field trial of DISCOVER, conducted in one junior high and one senior high school in Baltimore, Maryland, and interpretation of the collected data are provided in this report. (DISCOVER, the product of four years of development, 1972-76, is a computer-based guidance system which includes twelve modules of interactive content.) Evaluative findings cover the assessment of student and parent reactions to DISCOVER and the effects of the use of DISCOVER on students, using the Assessment of Career Development (ACD) and the Career Development Inventory (CDI) instruments, four questionnaires, and one interview schedule. Some of the major findings presented follow: (1) Students seemed to have moved toward an increased specification of their educational plans as a result of using DISCOVER; (2) DISCOVER received a favorable overall response from both students and parents; and (3) no significant differences between the experimental and control groups for either high school or junior high school students on any of the scales of the ACD or CDI were found. Discussion of results also includes generalizable findings regarding the computer-assisted delivery system. Appendixes comprise approximately one-half of the document and include a descriptive brochure, student questionnaires, interview questions, cover letter and questionnaire sent to parents, and tabulated response data for questionnaires. (TA)

ED 146 381 CE 013 266

Handbook for Cooperative Vocational Education in Illinois.

Northern Illinois Univ., De Kalb.

Spons Agency—Illinois State Office of Education, Springfield.

Pub Date—[77]

Note—154p.; For a related document see CE 013 267 ; Some parts of appendixes may reproduce poorly due to small type

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Cooperative Education, Cooperative Programs, Curriculum Development, Educational Objectives, Federal Legislation, Instructional Design, Instructor Coordinators, Interagency Cooperation, Labor Legislation, Needs Assessment, *Program Coordination, Program Descriptions, Program Development, Program Evaluation, *Program Planning, Public Relations, Records (Forms), *School Industry Relationship, Secondary Education, *Site Selection, State Legislation, *Teacher Role, Teaching Skills, *Vocational Education

Identifiers—Illinois

Suggestions for this handbook were gathered from teacher-coordinators and administrators of cooperative vocational education in the state of Illinois and from publications depicting exemplary practices in other states. It is designed for use by both administrators and teacher-coordinators and is structured around the most commonly asked questions regarding cooperative vocational education. Titles of the eight chapters included and the major subjects covered in each chapter follow: Overview of Cooperative Vocational Education (types of cooperative education reimburseable plans in Illinois, quality components of cooperative vocational education, advantages and limiting factors, problems facing curriculum developers); Teacher-Coordinator Tasks and Recommended Time Table; Determining Need for Cooperative Vocational Education (student needs, employer interest, Comprehensive Employment Training Act); Planning for Cooperative Vocational Education (local plan, step-by-step planning guide for new vocational programs, developing the curriculum, student needs, community needs); The Training Station (selection of training stations, learning at training stations, state and federal regulations, cooperation with other agencies); The In-School Instruction Plan (what to teach, planning and sequencing instruction, sources of instructional materials, vocational student organizations); Public Relations (the process, target audiences, methods of communication, faculty personnel interrelationships); and Staff, Facilities, and Evaluation. A glossary of key terms and thirty-one forms commonly used in cooperative vocational education in secondary schools in Illinois are appended. (SH)

ED 146 382 CE 013 267

Annotated Bibliography of Instructional Materials in Cooperative Vocational Education.

Northern Illinois Univ., De Kalb.

Spons Agency—Illinois State Office of Education, Springfield.

Pub Date—[77]

Note—155p.; For a related document see CE 013 266

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Agricultural Education, *Annotated Bibliographies, Audiovisual Aids, Business Education, Career Choice, *Cooperative Education, Health Occupations Education, *Instructional Materials, Occupational Home Economics, Secondary Education, Special Programs, Study Guides, Teaching Guides, Vocational Development, *Vocational Education

Identifiers—Illinois

Five-hundred thirty-six materials selected from over seven hundred publishers of various types of instructional media are included in this annotated bibliography, which was prepared to assist teacher-coordinators in cooperative vocational education in selecting, utilizing, and recommending the purchase of instructional materials. The choice of materials, the annotations, and the ratings are those of ten experienced local teacher-coordinators in all of the Illinois vocational education programs using the cooperative method. Annotations are separated into ten areas, with each area assigned code letters reflecting the area. (An explanation of the coding is provided in introductory information.) Each annotation includes the following information (where applicable): title, publisher, area of relevance, type of media, cost, cost rating (low, below average, average, high), learning effectiveness, subject content, comment, code for occupational or program area, pages, copyright, and reading level. Publishers' addresses are appended. (SH)

ED 146 383 CE 013 275

Banta, Trudy

Tennessee Career Education Needs Assessment.

Tennessee Univ., Knoxville. Coll. of Education.

Spons Agency—Tennessee State Dept. of Education, Nashville.

Pub Date—Apr 77

Note—88p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Administrator Attitudes, *Career Education, Educational Assessment, *Educational Needs, Educational Research, *Program Effectiveness, Program Evaluation, *Program Improvement, Public Opinion, *State Programs, State Surveys, Teacher Attitudes

Identifiers—*Tennessee

A statewide career education needs assessment was done in Tennessee by surveying all superintendents and samples of principals, teachers, and community leaders. State employment security data and Career Maturity Inventory (CMI) scores for a sample of the state's ninth graders were secondary information sources. The primary conclusion was that the idea of utilizing career education as a motivational device to increase the relevance of academic content for students and to prepare youth for a smoother transition from school to work has broad appeal throughout the state. Survey respondents indicated that the chief obstacle to the implementation of career education programs was the lack of funds, which resulted in limited staff training in career education and lack of curriculum materials. The recommendations made by the respondents focused on provision of state funding for (1) dissemination of information about existing career education materials, and purchase by school systems of some of these materials; and (2) personnel to spend time in the field organizing staff training in the use of career education materials and techniques. (Author/EM)

ED 146 384 CE 013 282

System of Planned Activities in Career Education. Program Design for Central Montgomery County, Pennsylvania.

Colonial School District, Plymouth Meeting, Pa.-Norristown Area School District, Pa.Upper Merion Area School District, King of Prussia, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.

Pub Date—Jul 77

Note—58p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Area Vocational Schools, Career Awareness, Career Choice, *Career Education, Career Exploration, Career Planning, Cooperative Planning, County Programs, *Curriculum Development, Demonstration Projects, *Educational Development, Educational Innovation, Elementary Secondary Education, Interagency Cooperation, *Models, *Program Development, Program Evaluation, Program Planning, Regional Planning, Relevance (Education), School Districts, Systems Development, Vocational Development

Identifiers—Pennsylvania (Montgomery County)

The System of Planned Activities in Career Education (SPACE) project was undertaken (1) to create a meaningful, cooperative effort between the area vocational technical school and the sending schools for the purpose of expanding career education to meet the needs of all children and (2) to establish a system to serve as a model for implementing career education into the existing curricula. SPACE is designed to assist each local educational agency (LEA) in developing a comprehensive instructional system to facilitate career development for all students without the massive infusion of new funds. In serving as a model for school districts, the SPACE program provides guidelines in adopting five models: (1) Conceptual Model (continuous program appraisal and adjustment), (2) Comprehensive K-12 Model (school-based model sequenced in three phases), (3) Educational Model (conceptual framework for developing sets of learning experiences), (4) Curriculum Implementation Model (simplified systems for program delivery), and (5) Model for Career Development Learning Units (triad approach). (This report includes figure representations of the five models as well as a model of child development; evaluation questions; plans of project activities for five years and one year; position descriptions for a district director of career education, a district management team, and a career education specialist; and a glossary of terms.) (EM)

ED 146 387 CE 013 324

Hamilton, James A. G.

An Assessment of Illinois Area Vocational Centers, 1976.

University Consultants, Inc., Cambridge, Mass.

Spons Agency—Illinois State Advisory Council on Vocational Education, Springfield.

Pub Date—Jun 76

Note—115p.

Available from—University Consultants, Inc., 45 Hancock Street, Cambridge, Massachusetts 02139 ($10.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Policy, *Area Vocational Schools, Educational Administration, *Educational Assessment, Educational Finance, Educational Policy, Financial Policy, Local Government, *Needs Assessment, Policy Formation, Program Effectiveness, Public Policy, State Aid, State Government, State Legislation, *State Programs, State Standards, *Vocational Education, *Vocational Training Centers

Identifiers—*Illinois

This 1976 study presents an update of a 1971 assessment of Illinois Area Vocational Centers (AVCs). The following topics are discussed in sections of this report: (1) methodology of the study which included meetings with an advisory committee of AVC directors, interviews at each of twenty-nine operating AVCs, distribution of 2,000 of eleven different types, gathering of data from state sources and interviews, and interviews of AVC authorities in five other states; (2) history, analysis, and future expectations of state administrative policy regarding AVCs; (3) description of factors which have led to the diverse educational capabilities and financial situations of AVCs; (4) conclusions drawn from data gathered for the study including those relating to state and local funding policies, state laws and guidelines, AVC administration and organization, other providers of vocational education, meeting manpower needs, other secondary vocational institutions, and general policies; and (5) recommendations directed to state and local authorities based on the conclusions. Numerous figures and tables of statistical data are interspersed throughout the report. (BL)

ED 146 388 CE 013 335

Comprehensive Employment and Training Act. Review and Oversight. Part I: Background and First Year Results. Part II: Public Policy Issues.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—5 Dec 75

Note—82p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Employment Programs, Employment Services, Federal Legislation, Federal Programs, Federal State Relationship, Job Development, *Job Training, *Manpower Development, *Program Development, *Program Effectiveness, *Public Policy, State Federal Aid, Work Experience Programs

Identifiers—*Comprehensive Employment and Training Act

This report reviews the establishment and early performance of the comprehensive manpower system established by the Comprehensive Employment and Training Act (CETA). The report is divided into two major sections. Part I examines the background and first year results of the CETA program. The legislative and programmatic antecedents to CETA are sketched for the years 1961 to 1973. Program results are then identified from initial implementation and the first year of operation under the following headings: implementation, planning councils, service deliverers, distribution of resources among program activities, participant characteristics, and outcomes. Part 2 discusses major public policy issues revealed from experience to date and presents those issues in four sections. Section 1 on the focus of employment and training programs discusses the population to be served, skill shortages, integration of manpower development and economic development, CETA and categorical programs, public service employment, and CETA and national economic policy. Section 2 discusses CETA prime sponsor relationship to the state employment security agencies, the relationship of vocational education and rehabilitation to CETA, strengthening the link between education and work, and defense-oriented manpower services. Section 3 discusses the integration of manpower development programs with income maintenance programs. Section 4 on the development of CETA discusses the scope of operations, mix of services, local-state-federal roles, and involvement of business and labor in CETA programs. (EM)

ED 146 389 CE 013 337

Australia. Transition from School to Work or Further Study. Reviews of National Policies for Education.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date—77

Note—109p.

Available from—Director of Information, Organisation for Economic Co-operation and Development, 2, rue Andre-Pascal, 75775 Paris Cedex 16, France (ISBN 92-64-11699-0, $6.75)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Disadvantaged Youth, Educational Development, *Educational Needs, *Educational Policy, Employment Patterns, *Employment Problems, Federal State Relationship, Foreign Countries, Government Role, Guidance Services, Manpower Development, Relevance (Education), *School Industry Relationship, Vocational Development, Work Experience Programs, Youth, *Youth Employment

Identifiers—*Australia, *School to Work Transition

This book reports on an examination of educational policy in Australia and focuses on the educational and training needs of and provision for young people entering working life. The content is in two parts. Part 1, which comprises two-thirds of the report, has ten chapters. Chapter 1 identifies nine topics on which the report is focused. Chapters 2 and 3 describe the educational setting in Australia, and its federal system. Major trends in the provision of secondary and postsecondary Australian education and the patterns of student enrollment, are identified in chapter 4. Chapter 5 covers curriculum and examinations and includes the social role of education and educational expansion. Chapter 6 analyzes the relationship between education and the world of work and shows how recent changes in the structure of employment have affected the ways in which young people enter working life. Chapter 7 examines whether some of the imbalances between tertiary, technical, and further education might be in part a result of the different financial sources. Chapters 8 and 9 cover career education, transition services, and the problems of disadvantaged groups. The final chapter in part 1 addresses eight sets of questions to the Australian authorities to promote discussion of the issues. Part 2 is a record of the discussion at a review meeting at which searching questions pertaining to the issues covered in the report were put to an official Australian delegation. (EM)

ED 146 390 CE 013 343

Wantiez, Gary W.

Air Conditioning and Refrigeration. Book One.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

Spons Agency—Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Pub Date—77

Note—823p.; For a related document see CE 013 344

Available from—Mid-America Vocational Curriculum Consortium, 1515 West Sixth, Stillwater, Oklahoma 74074 ($20.00)

EDRS Price MF-$1.50 Plus Postage. HC Not Available from EDRS.

Descriptors—*Air Conditioning, *Behavioral Objectives, Curriculum Guides, Job Skills, *Learning Activities, Post Secondary Education, *Refrigeration, *Refrigeration Mechanics, Secondary Education, Skill Development, Unit Plan, Vocational Education

Designed to provide students with the basic skills for an occupation in air conditioning and refrigeration, this curriculum guide includes seven major areas, each consisting of one or more units of instruction. These areas and their respective units are titled as follows: Orientation (history and development, and job opportunities), Safety (general safety and specific safety), Tools (hand tools, special tools, and measuring), Tubing and Pipe (tubing, tubing operations, and pipe), Soldering and Welding (soldering and welding equipment, soft soldering, silver brazing, aluminum soldering, oxyacetylene cutting-welding-brazing, and electric welding), Basic Compression Refrigeration (basic mechanical refrigeration, refrigerant system accessories, refrigerants, and evacuation), and Sealed Systems Servicing (pressurizing and leak testing and charging). Each unit within the major areas includes some or all of the following basic components: performance objectives, suggested activities for teacher and students, information sheets (providing content essential for meeting the cognitive objectives of the unit), assignment sheets, job sheets (giving direction to the skill being taught and allowing both student and teacher to check student progress toward the accomplishment of the skill), visual aids, tests, and answers to the tests. Units are planned for more than one lesson or class period. Full-page illustrations and diagrams are presented throughout the guide. (SH)

ED 146 391 CE 013 344

Wantiez, Gary W.

Air Conditioning and Refrigeration. Book Two.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

Spons Agency—Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Pub Date—77

Note—783p.; For a related document see CE 013 343

Available from—Mid-America Vocational Curriculum Consortium, 1515 West Sixth, Stillwater, Oklahoma 74074 ($20.00)

EDRS Price MF-$1.50 Plus Postage. HC Not Available from EDRS.

Descriptors—*Air Conditioning, *Behavioral Objectives, Curriculum Guides, Job Skills, *Learning Activities, Post Secondary Education, *Refrigeration, *Refrigeration Mechanics, Secondary Education, Skill Development, Unit Plan, Vocational Education

This curriculum guide (book II), along with book I, is designed to provide students with the basic skills for an occupation in air conditioning and refrigeration. Six major areas are included, each consisting of one or more units of instruction. These areas and their respective units are titled as follows: Electricity (fundamentals of electricity, electrical test instruments, and electric power), Electrical Components (basic electric thermostats, relays, protection devices, and capacitors), Motors (electric motors, split-phase motors, shaded-pole motors, and three-phase motors), Wiring Diagrams, Domestic Refrigeration (domestic refrigeration fundamentals, sealed system components, domestic refrigeration defrost and electrical controls, mechanical servicing of domestic refrigerators, troubleshooting domestic refrigerators, and domestic refrigerator ice makers), and Window Air Conditioners (fundamentals of window air conditioners and window air conditioner repair). Each unit includes some or all of the following basic components: performance objectives, suggested activities for teacher and students, information sheets (providing content essential for meeting the cognitive objectives of the unit), assignment sheets, job sheets (giving direction to the skill being taught and allowing both student and teacher to check student progress), visual aids, tests, and answers to tests. Units are planned for more than one lesson or class period. Full-page illustrations and diagrams are presented throughout the guide. (SH)

ED 146 392 CE 013 345

Hires, Bill And Others

Comprehensive Small Engine Repair.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.Missouri Univ., Columbia. Instructional Materials Lab.

Pub Date—77

Note—691p.; For related documents see CE 009 168 and CE 013 346-347

Available from—Mid-America Vocational Curriculum Consortium, 1515 West Sixth, Stillwater, Oklahoma 74074 ($20.00)

EDRS Price MF-$1.33 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Criterion Referenced Tests, Curriculum Guides, *Engines, Equipment Maintenance, Instructional Materials, *Learning Activities, Machine Repairmen, *Mechanics (Process), Post Secondary Education, *Repair, Secondary Education, Task Performance, *Trade and Industrial Education, Visual Aids, Vocational Education

This curriculum guide contains the basic information needed to repair all two- and four-stroke cycle engines. The curriculum covers four areas, each consisting of one or more units of instruction that include performance objectives, suggested activities for teacher and students, information sheets, assignment sheets, job sheets, visual aids, criterion referenced tests, and test answers. Organization is as follows: (1) orientation: occupational introduction, safety, tools, and measuring; (2) basic small engine theory: engine identification and inspection, basic engine principles and design, principles of operation-four-stroke cycle, and principles of operation-two-stroke cycle; (3) electrical systems: basic electricity, ignition systems, charging systems, and

starting systems; and (4) engine service: lubrication systems, cooling systems, fuel systems, governor systems, exhaust systems, troubleshooting, overhaul–four-stroke cycle engine, and overhaul–two-stroke cycle engine. (Several supplementary manuals are available to cover accompanying tasks for specific types of engines, e.g., motorcycles, snowmobiles, outboard motors). (BL)

ED 146 393 CE 013 346

Hardway, Jack

Outboard Repair.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

Spons Agency—Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Pub Date—77

Note—180p.; Some diagrams may not reproduce well in microfiche

Available from—Mid-America Vocational Curriculum Consortium, 1515 West Sixth, Stillwater, Oklahoma 74074 ($10.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Criterion Referenced Tests, Curriculum Guides, Engines, Equipment Maintenance, Instructional Materials, *Learning Activities, Machine Repairmen, Manuals, *Mechanics (Process), *Repair, Task Performance, *Trade and Industrial Education, Visual Aids, Vocational Education

Identifiers—*Outboard Motors

This consortium-developed instructor's manual for small engine repair (with focus on outboard motors) consists of the following nine instructional units: electrical remote control assembly, mechanical remote control assembly, tilt assemblies, exhaust housing, propeller and trim tabs, cooling system, mechanical gearcase, electrical gearcase, and fuel supply systems. Each instructional unit includes performance objectives, suggested activities for teacher and students, information sheets, assignment sheets, job sheets, tests, and answers to the tests. Many of the units include visual aids. (BM)

ED 146 395 CE 013 349

Boatman, Ralph H. Huther, John W.

Articulation in Allied Health Education. The North Carolina Experience. Health Manpower References.

North Carolina State Dept. of Community Colleges, Raleigh.North Carolina Univ., Chapel Hill.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Report No.—DHEW-HRA-77-83

Pub Date—Jul 75

Contract—724356

Note—105p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Articulation (Program), Associate Degrees, College Cooperation, *College Credits, Colleges, Curriculum Problems, Guidelines, *Health Occupations Education, *Higher Education, Junior Colleges, Paramedical Occupations, Paraprofessional Personnel, Program Coordination, *State Programs, Statewide Planning, *Transfer Policy, Transfer Programs, Universities

Identifiers—*North Carolina

The North Carolina project reviewed here was conducted to develop procedures to enable an individual to transfer credit from an allied health education program in one setting to some program in higher education. Chapter 1 reviews barriers to educational mobility and presents an overview of the project, which identified specific problems that affect transfer of credit and proposed solutions in the form of guidelines. Transfer policies or articulation agreements are discussed in chapter 2, and basic questions such agreements attempt to address are identified. Relevant characteristics of higher education in North Carolina are described in the third chapter. The process of bringing educators together to discuss transfer and allied health curriculum problems is described in chapter 4. Chapter 5 presents the development of allied health education, identifies pathways to professional status in allied health, and describes three curriculum models. The evolving nature of ten allied health disciplines involved in the articulation project are presented in chapter 6 along with the present status of each. Problems and the recommended guidelines related to the transfer of credit are listed in chapter 7, and chapter 8 describes events which have occurred as a result of the articulation project, identifying continuing related problems. (BL)

ED 146 396 CE 013 350

Fishkind, Henry H. And Others

Methodology for Determining Needs for Vocational and Technical Education in Urban Areas in Florida: A Second Look.

Florida Univ., Gainesville. Coll. of Business Administration.

Spons Agency—Florida State Advisory Council on Vocational and Technical Education, Tallahassee.; Florida State Dept. of Education, Tallahassee.

Pub Date—Oct 77

Note—210p.; For a related document see ED 134 720

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Delivery Systems, Economic Research, Educational Needs, Educational Planning, Employment Projections, Enrollment, *Evaluation Methods, Labor Force, *Labor Market, Labor Supply, Manpower Needs, *Needs Assessment, Occupational Information, Research, State Programs, *Technical Education, *Urban Areas, *Vocational Education

Identifiers—*Florida

This report reviews activities of phase two of a research project with the general objective of developing methodology to better assess the needs of vocational-technical education in urban areas, and specific objectives of refining the methodology developed in phase one for the Jacksonville, Florida, labor market and extending the methodology and insuring its generality by applying the procedures to the Tampa-St. Petersburg urban area. An introductory section presents the purpose of phase one, an overview of its findings, and the objectives, methodology, and organization of phase two. Chapter 2 presents the general philosophy and limitations of needs assessments, and outlines the methodology used in this study. Chapter 3 provides a general economic and demographic analysis of the Tampa Bay Area. Chapter 4 reports on the methodology for making occupation forecasts for urban areas. Chapter 5 analyzes the vocational education delivery system and its interface with the job market. Chapter 6 presents conclusions on needs assessments for urban areas and seven major recommendations from the two studies. An appendix contains materials from a business/industry-vocational education workshop, a selected bibliography, and outlines of a needs assessment and field work methodologies. (BL)

ED 146 397 CE 013 351

Adams, George C.

Dimensioning, Tolerancing, and Machine Finishes.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Nov 77

Note—138p.; For a related document see ED 120 550

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building #103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($3.75 plus postage)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Drafting, *Engineering Drawing, Engineering Graphics, Geometric Concepts, Guides, High School Curriculum, Industry, *Machine Tools, *Measurement, Secondary Education, Study Guides, *Technical Illustration, Vocational Education

Intended for use with the vocational education student interested in technical drawing, this guide provides answers to questions relating to dimensioning and tolerancing machine drawings. It also gives examples of standard dimensioning practices, tolerancing applications, and finish applications. The problems and examples presented are based on the most commonly accepted practices in industry and their applications. Content is divided into ten units, titled as follows: Measurement; Dimensioning–Size, Shape, Location; Dimensioning Systems; Production Processes; Sequence of Operations; Machine Finishes; Finish Marks; Tolerance; and Tolerance Applications. Each unit includes from one to nine sections, illustrations, and review questions. (SH)

ED 146 399 CE 013 360

Career Education. Research Report 1977-3.

National School Boards Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—NSBA-PR-1977-3

Pub Date—77

Contract—G007604166

Note—50p.

Available from—National School Boards Association, 1055 Thomas Jefferson Street, NW, Washington, D.C. 20007 ($3.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Role, Board of Education Role, *Career Education, Concept Formation, *Definitions, *Educational Philosophy, Educational Policy, Elementary Secondary Education, Financial Support, *Program Development, School Administration, *School Districts

Intended to aid school board members and administrators in their understanding of career education, this report synthesizes the contents of six regional career education seminars sponsored by the National School Boards Association and the National Association of School Administrators. Focus is on what career education is (the idea that schools should pay attention to what kids know about work), why it should be attempted by schools, and how it is done. In each chapter general discussion of the issues is followed by excerpts from conference presentations by national spokesmen for career education, school board members and administrators from school districts with major career education activity, state career education coordinators, and representatives of business, labor, parents, and others. Topics emphasized in the definition chapter include the need to blend and balance the academic and the practical, to teach adaptability skills and the desire to work, and to define career education locally. A rationale chapter is devoted to the arguments of those supporting career education and one to those opposing it. The final and most extensive chapter deals with techniques in program and personnel development for a school district. Emphasis is on dealing with constituents and sharing power, various means of financing, and implementing systematically with provision for planning and specification of objectives. (JT)

ED 146 400 CE 013 365

Morrell, Dale L.

The Development of Vocational Modules and an Evaluative Instrument at Readability Levels Which Are Comprehensible by All Students in the High School Vocational Program. Final Report.

Bristol Public Schools, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—1 Oct 77
Note—37p.; Appendix C, the test instruments, was removed because of copyright
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Achievement Tests, Curriculum Evaluation, High School Students, Instructional Materials, *Learning Modules, Reading Ability, Reading Comprehension, *Reading Level, Reading Tests, Secondary Education, Senior High Schools, Test Construction, *Test Validity, Units of Study, *Vocational Education
Identifiers—*Bristol Vocational Test

A project sought (1) to provide vocational units of study geared to the readability levels of all students in high school vocational education and (2) to develop an instrument to measure achievement in vocational education with this same element of readability in mind. Pre- and posttests measuring vocational achievement and reading levels (project-developed Bristol Vocational Test and California Reading Test) were administered to 140 students. Nine vocational modules were developed and 100 students with low reading levels were instructed using the modules, while 40 students were instructed as a control group without benefit of the modules. Scores by the experimental group were significantly higher than those of the control group with the experimental group gaining 6.25 points on the vocational test as compared with 2.53 points by the control group, and gaining .85 years in reading as compared to .42 in the control group. The Virginia Affective Assessment (VAAQ) was also administered, results showing the attitudes and self-concepts of the experimental students to be greatly improved from pre- to post testing. Conclusions were that all students in the high school vocational curriculum should be able to read and comprehend the vocational modules. It was recommended that the modules be disseminated to other areas of the state and that the Bristol Vocational Test, which through additional testing and computer analysis proved to be a valid instrument, be administered to a large sample of students to further evaluate validity and readability. (BL)

ED 146 401 CE 013 366

Rogers, Helen V.
Nursing II. A Course of Study.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Spons Agency—Oklahoma State Board of Vocational and Technical Education, Stillwater. Div. of Health Occupations Education.
Pub Date—75
Note—1,642p.; For related documents see CE 013 366, CE 013 372, and ED 138 837
Available from—Oklahoma State Department of Vocational-Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth, Stillwater, Oklahoma 74074 ($20.00)
EDRS Price MF-$3.00 Plus Postage. HC Not Available from EDRS.
Descriptors—Behavioral Objectives, Child Care, *Course Content, Curriculum Guides, Drug Therapy, Health Occupations, Health Occupations Education, Health Personnel, Hospital Personnel, Instructional Materials, Job Skills, Learning Activities, *Medical Education, Medical Treatment, Neonates, Nurses, *Nursing, Pediatrics Training, Performance Specifications, Practical Nurses, *Practical Nursing, Task Performance, Tests, *Units of Study, Visual Aids
Identifiers—Oklahoma

Developed primarily to provide a course of study requisite for the second area of a two-part practical nursing program, this curriculum guide can also be used to instruct nursing students in other programs. The content is divided into five major areas of study which include medications, nursing principles and skills (part two), maternal and infant care, nursing of children, and medical surgical nursing (part one). Each major area consists of three or more units of instruction. Each of the forty-three instructional units contains both terminal and specific behavioral objectives, suggested activities for teacher and students, information sheets, assignment sheets and/or job sheets, visual aids, tests, and answers to the tests. Units are planned for more than one lesson or class period of instruction. A reference list is also included in each unit. (BM)

ED 146 402 CE 013 367

Clements, Irene Coffey, Judy
Home Economics I. Basic Core. Vocational Home Economics Education. Revised.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Spons Agency—Oklahoma State Board of Vocational and Technical Education, Stillwater. Div. of Vocational Home Economics Education.
Pub Date—77
Note—774p.; For a related document see CE 013 368
Available from—Oklahoma State Department of Vocational-Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth, Stillwater, Oklahoma 74074 ($12.00)
EDRS Price MF-$1.50 Plus Postage. HC Not Available from EDRS.
Descriptors—*Behavioral Objectives, Career Exploration, Child Care, Child Care Workers, Child Development, Classroom Materials, Clothing Instruction, Consumer Education, *Core Curriculum, Curriculum Guides, Family Life Education, Foods Instruction, *Home Economics, Home Furnishings, Housing, Interpersonal Relationship, *Learning Activities, Nutrition Instruction, Occupational Home Economics, Secondary Education, Sewing Instruction, Student Organizations, Textiles Instruction
Identifiers—Future Homemakers of America

Eight home economics curriculum areas are presented in this guide, with each area consisting of one or more instructional units as follows: (1) Orientation (orientation to Future Homemakers of America-FHA, FHA in action, parliamentary procedure); (2) Career Exploration (home economics related occupations, locating a job, job success); (3) Child Development (child care worker, child care activities); (4) Clothing and Textiles (pattern and fabric selection, small sewing equipment, sewing machine, basic sewing techniques, clothing care); (5) Consumer Education; (6) Food and Nutrition; (7) Housing and Home Furnishings; and (8) Personal Relationships (family relations, peer relations). Each instructional unit includes behavioral objectives, suggested activities for teacher and students, information sheets (providing content essential for meeting the cognitive objectives of the unit), assignment sheets, visual aids, tests, and test answers. (SH)

ED 146 403 CE 013 368

Benson, Ann
Home Economics II. Basic Core. Tenth Grade.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Spons Agency—Oklahoma State Board of Vocational and Technical Education, Stillwater. Div. of Vocational Home Economics Education.
Pub Date—73
Note—608p.; For a related document see CE 013 367
Available from—Oklahoma State Department of Vocational-Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth, Stillwater, Oklahoma 74074 ($12.00)
EDRS Price MF-$1.16 Plus Postage. HC Not Available from EDRS.
Descriptors—*Behavioral Objectives, Career Exploration, Child Care, Child Development, Classroom Materials, Clothing Instruction, Consumer Education, *Core Curriculum, Curriculum Guides, Family Life Education, Foods Instruction, Grade 10, *Home Economics, Home Furnishings, Housing, Interpersonal Relationship, *Learning Activities, Money Management, Nutrition Instruction, Secondary Education, Textiles Instruction, Vocational Development

Seven home economics curriculum areas for grade 10 are presented in this guide, with each area consisting of one or more instructional units as follows: (1) Career Exploration (obtaining a job, progress on the job, business etiquette); (2) Child Development (guiding the preschool child, middle childhood); (3) Clothing and Textiles (labeling, textiles, buying ready-to-wear garments, garment construction); (4) Consumer Education (banking services, credit, buying practices); (5) Foods and Nutrition (meats identification, nutrition of meats, consumer buying of meats, inspection and grading, meat purchasing, meat preparation, yeast breads, pastry); (6) Housing and Home Furnishings (selection of housing and home furnishings, room arrangement); and (7) Personal and Family Relationships (introduction to adolescence, dating and mate selection). Each instructional unit includes behavioral objectives, suggested activities for teacher and students, information sheets (providing content essential for meeting the cognitive objectives of the unit), assignment sheets, visual aids, tests, and test answers. (BL)

ED 146 404 CE 013 372

Rogers, Helen V. Benson, Ann
Nursing I. A Course of Study.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Spons Agency—Oklahoma State Board of Vocational and Technical Education, Stillwater. Div. of Health Occupations Education.
Pub Date—74
Note—1,360p.; For related documents see CE 013 366, CE 013 372, and ED 138 837
Available from—Oklahoma State Department of Vocational-Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth, Stillwater, Oklahoma 74074 ($20.00)
EDRS Price MF-$2.50 Plus Postage. HC Not Available from EDRS.
Descriptors—Anatomy, Behavioral Objectives, Communications, *Course Content, Curriculum Guides, Health Occupations, Health Occupations Education, Health Personnel, Hospital Personnel, Instructional Materials, Interpersonal Relationship, Interprofessional Relationship, Job Skills, Learning Activities, Medical Assistants, *Medical Education, Microbiology, Nurses, Nurses Aides, *Nursing, Nutrition, Performance Specifications, Physiology, Post Secondary Education, Practical Nurses, *Practical Nursing, Task Performance, Teaching Guides, Tests, *Units of Study, Visual Aids
Identifiers—Oklahoma

Developed primarily as a beginning course of study for the practical nurse, this first of a two-part course can also be used to instruct nursing assistants and nursing students at other levels of practice. This curriculum guide is divided into the following three major areas of instruction: personal vocational relationships; basic nursing principles and skills; and studies in life sciences and health which include anatomy, physiology, microbiology, and nutrition. Each area consists of several units of instruction making a total of fifty-one units in the course. Each instructional unit contains both terminal and specific behavioral objectives, suggested activities for teacher and students, information sheets, assignment sheets and/or job sheets, visual aids, tests, test

answers, and a reference list. Units are planned for more than one lesson or class period of instruction. (BM)

ED 146 405 CE 013 391

Gartner, Alan

Consumer Education and the Human Services.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.

Pub Date—10 Nov 76

Note—14p.

Available from—Office of Consumers' Education, U.S. Office of Education, Room 5624, ROB-3, Washington, D.C. 20202.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Consumer Economics, *Consumer Education, Consumer Protection, Educational Needs, Educational Problems, Health Services, *Human Services, Marketing, Professional Services, Purchasing, Social Services, Speeches, Welfare Services

Consumer education has traditionally addressed activities related to the purchase of goods while the human services (e.g., health, education, and social welfare) have received far less attention. This condition stems from several factors, including the "doing good" attitude of human service providers and the role of government as the provider of most human services. One way to see the nature of the issues is to compare the following consumer education activities in the human services with consumer education in the goods sector: values and decision making; price information; performance information; brand or provider comparisons; payment procedure; rights, responsibilites, and redress procedures; and consumer education and the economy. Consumer education and human services can each benefit from closer interaction. Human service work is consumer-intensive and the key to increasing productivity and consumer satisfaction lies in effectively engaging the consumer in the service. With the growing recognition of human services as an area of concern for consumer education, there are two areas of priority for the coming period. First, we must examine the traditional operating assumptions of consumer education as to their appropriateness for the human services. Secondly, we must identify priority areas within the human services, including learning what kinds of information are important and how they can be obtained and disseminated and the measures of price and quality. (EM)

ED 146 406 CE 013 392

Ferguson, Allen R. And Others

Potential Economic Benefits of Consumer Education.

Public Interest Economics Center, Washington, D.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.

Pub Date—Jul 77

Note—65p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Citizen Participation, Community Action, Community Involvement, Community Role, *Consumer Economics, *Consumer Education, Federal Programs, Government Role, Literature Reviews, *Marketing, Merchandise Information, *National Programs, *Program Effectiveness, Publicize, Research

Identifiers—United States

A study explored the potential economic impacts of a large and successful national program of consumer education. Following a literature review, a qualitative analysis was performed on a wide range of topics. The topics pertained to information and the process of consumer choice, the role of advertising, consumer sovereignty and the supply system, and the potential benefits of consumer education. It was concluded that (1) the basic role of consumer education should be to contribute to establishing consumer sovereignty in the marketplace so that the economy can more nearly achieve its legitimate purpose of maximizing the material well-being of the people as a whole, (2) the long-term benefits from consumer action to intelligently influence supply will probably be greater than the benefits from better informed choice by passive consumers, and (3) in general, the prime focus of consumer education should be to facilitate the involvement of citizens in determining the conditions of economic choice confronting them. (EM)

ED 146 408 CE 013 400

Validation of the Competencies Needed by Vocational Education Teachers, Middle Managers, and Administrators. Phase II of a Professional Development Study for Massachusetts, Volume I.

Boston Univ., Mass. School of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date—Sep 77

Note—189p.; For related documents see ED 137 570 and CE 013 400-402 and CE 013 844

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Administrative Personnel, Administrator Attitudes, Career Education, Educational Research, *Job Skills, Performance Based Teacher Education, Reliability, State Surveys, Teacher Attitudes, Teaching Skills, *Validity, *Vocational Education, *Vocational Education Teachers

Identifiers—Massachusetts

This is the first of four volumes reporting phase 2 of a two-phase project to examine the competency-based vocational teacher education movement and analyze the current state of the art (phase 1), and to assess the implications for preservice, inservice, and leadership level professional development programs in career and occupational education in Massachusetts (phase 2). Focus in this volume is on the validation of the vocational education competencies developed in phase 1 (see ED 137 570). Research design and methodology are described for the study in which specific validity and applicability of the 550 competencies for Massachusetts were assessed by fifty-three teacher, manager, and administrator participants using the Delphi method (a consensus model). Findings and recommendations for the project are presented. Tables and appendixes (more than half of the total contents) include results of participants' voting on all competencies, the validated lists of teacher, middle manager, and administrator competencies, the criterion table for consensus, list of participants, and sample of instrument and definitions of functional groupings. (TA)

ED 146 409 CE 013 401

Validation of the Competencies Needed by School Personnel to Implement Career Education. Phase II of a Professional Development Study for Massachusetts, Volume II.

Boston Univ., Mass. School of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date—Sep 77

Note—136p.; For related documents see ED 137 570, CE 013 400-402, and CE 013 844

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Administrative Personnel, *Career Education, Coordinators, *Educational Needs, Educational Research, Elementary Secondary Education, *Job Skills, Needs Assessment, *Performance Based Teacher Education, Post Secondary Education, Questionnaires, Reliability, Secondary School Counselors, *Surveys, Teaching Skills, *Validity, Vocational Education, *Vocational Education Teachers

Identifiers—Massachusetts

This is the second of four volumes reporting phase 2 of a two-phase project to examine the competency-based vocational teacher education movement and analyze the current state of the art (phase 1), and to assess the implications for preservice, inservice, and leadership level professional development programs in career and occupational education in Massachusetts (phase 2). This volume describes a state-wide needs assessment for occupational education teachers, counselors, coordinators, and administrators in Massachusetts, through a survey sent to personnel in both comprehensive and regional vocational-technical schools. Section 1 presents the competencies as initially developed, and then ranked according to their importance scores. Section 2 presents importance scores for the following six domains: curriculum development, career development, staff development, philosophy, occupational information, and community-related activities. Section 3 presents scores of a variable which measured the difference between importance and frequency. Section 4 presents the result of a discriminant analysis conducted for competencies common to all personnel groups and for domains regarding both the importance and difference variables. The researchers concluded that the competencies are useful, important, and needed for the implementation of career education programs; that career development is the most highly valued component of career education across all groups; and that occupational information is the least valued ingredient. (TA)

ED 146 410 CE 013 402

An Analysis of National Certification Requirements and Professional Development Standards for Vocational Education Personnel. Phase II of a Professional Development Study for Massachusetts, Volume III.

Boston Univ., Mass. School of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date—Sep 77

Note—36p.; For related documents see ED 137 570, CE 013 400-402, and CE 013 844

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Standards, *Administrative Personnel, Administrator Qualifications, *Career Education, *Certification, Educational Research, National Surveys, Performance Based Teacher Education, State Standards, *Teacher Certification, Teacher Qualifications, *Vocational Education, *Vocational Education Teachers

Identifiers—Massachusetts, United States

This is the third of four volumes reporting phase 2 of a two-phase project to examine the competency-based vocational teacher education movement and analyze the current state-of-the-art (phase 1), and to assess the implications for preservice, inservice, and leadership level professional development programs in career and occupational education in Massachusetts (phase 2). This volume describes a national survey of the certification requirements and professional development activities for vocational education within state departments of education throughout the United States, to serve as decision-making input for Massachusetts. A six-page survey instrument mailed to fifty state personnel development coordinators for vocational education was designed to elicit pertinent data regarding vocational teacher and administrator certification, trade/technical examinations, experiential requirements, and formal academic requirements. In addition, data was gathered related to the programmatic delivery systems of each state, functions of professional development personnel in each state department, and administration of the certification process. Results of the survey are reported in tables and discussed in detail, including

the major areas in which Massachusetts tends to depart from the general national patterns for vocational education. The survey instrument is appended. (TA)

ED 146 412 CE 013 425

Gallagher, Dennis

New Prospectus for Youth: Worlds of Education, Work and Service.

National Manpower Inst., Washington, D.C.

Pub Date—Nov 76

Note—55p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Educational Opportunities, Employment Opportunities, *Government Role, *Policy Formation, *Public Policy, Social Services, Volunteers, *Youth Opportunities, Youth Problems

Identifiers—Public Service

There is need for a comprehensive youth policy in this country concerned primarily, not with increasing service to youth, but with enlarging opportunities which are rewarding to them and to society. The major thrusts of such a policy are (1) the continued enlargement of options within education, (2) the recognition of work as a valued option for youth which they, just as adults, have a right to expect to be available, and (3) the development of a national youth service initiative which ties together yet encourages and enlarges on the diversity of efforts that already are underway at the federal, state, and local levels for activity performed for the public welfare as volunteers or at less than the prevailing wage. New processes of cooperation at the local level, which bring together important constituencies and interests around issues of youth development, need to be worked on. At the same time it is essential that federal and state levels demonstrate higher priority concern and commitment toward youth development problems by rewarding those communities who have made the commitment to comprehensive youth development planning and implementation. There is need for implementation of a major full employment bill which would improve the employment environment for adults and youth alike, need for a major federal initiative supporting locally developed community service opportunities for youth, and need to maintain commitment to providing youth with opportunities to pursue education beyond high school. (JT)

ED 146 418 CE 013 525

Welch, Frederick G. Vincent, John J.

Evaluation of Funded Projects for Development of Vocational Instructional Materials. Final Report.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—Sep 77

Note—112p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Curriculum Development, *Curriculum Evaluation, Evaluation Criteria, Financial Support, *Instructional Materials, *Material Development, Projects, *State Federal Aid, State Surveys, *Vocational Education

Identifiers—*Pennsylvania

A project was conducted to examine vocational education curriculum materials developed through state and federally funded projects to determine principles and methods used and to examine strengths and weaknesses of each. A survey instrument was disseminated to all Pennsylvania schools with vocational programs. Consultants were utilized to develop selection and evaluation strategies. A telephone survey was conducted of twenty-one projects, and on-site visitations were made to forty-two selected project sites. Activities resulted in (1) a comprehensive listing of curriculum projects in the state from 1970 to 1977, (2) a breakdown of the amount of funding allocated for curriculum development, (3) the selection of various curriculum projects to be evaluated, (4) an evaluation of the degree of successfulness of selected projects (through use of a product assessment instrument), and (5) suggested guidelines for the development of instructional materials and funding patterns. Among the conclusions and recommendations is the observation that a more structured format for the implementation of funded curriculum projects should be developed to reduce cost and duplication and to increase educators' effectiveness. Appendixes include survey and visitation instruments, listing of project locations, product assessment instrument, and project newsletter. (JT)

ED 146 419 CE 013 527

Mining Careers. Instructor's Manual and Student's Basic Course of Study. Recommended Courses for Entry Level Miner, General Inside Laborer, Timber Framer, Face Worker.

Admiral Peary Area Vocational-Technical School, Ebensburg, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date—[77]

Note—424p.; For a related document see CE 013 526

EDRS Price MF-$0.83 HC-$22.09 Plus Postage.

Descriptors—Air Flow, *Behavioral Objectives, Communications, Construction (Process), Curriculum Development, Curriculum Guides, Emergency Programs, *Entry Workers, First Aid, Individualized Curriculum, Instructional Materials, *Job Skills, Learning Modules, Manuals, Orientation, Safety, Secondary Education, *Skill Development, Teaching Guides, Trade and Industrial Education, Ventilation, Vocational Education, Work Environment

Identifiers—*Mining

Guides for organizing and individualizing three courses of study for job training in the mining careers of entry level miner, general inside laborer/timber framer, and faceman are presented in this manual. Introductory information includes (1) suggestions for utilizing, modifying, or customizing materials (task sheets) in the manual to suit individual student needs; (2) directions for maintaining records and creating student textbooks; (3) a title glossary which lists all the tasks presented in the manual, grouping them into twenty-two modules, which are further grouped into six larger instructional units: entry level orientation, safety, mine emergencies, roof rib control, communications, and ventilation and air control; and (4) groupings of task titles according to their appropriateness for each of the three courses of study. The remainder of the manual presents ninety-five task sheets designed for the student and representing the core of skills needed (as recommended by mining and vocational education personnel) in most deep mining operations. Each task sheet includes the task title, instructional objectives, procedures, review questions, accompanying information sheets, and related illustrations. (BM)

ED 146 420 CE 013 528

Sjogren, Douglas

Occupationally-Transferable Skills and Characteristics: Review of Literature and Research. Information Series No. 105.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 77

Contract—NE-C-00-3-0078

Note—38p.

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($2.80)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Basic Skills, *Job Skills, Literature Reviews, *Occupations, Research Reviews (Publications), *Transfer of Training, *Vocational Education

In this synthesis of research and literature on the nature of occupationally-transferable skills, the author identifies skills that seem to be highly transferable in the sense of being general to a number of occupations. He then speculates about characteristics of skills that are generalizable or transferable and discusses some implications for educational programs, hiring, and employment search practices, and for research. Specific transfer questions also addressed are these: Are there optimal sequences for developing the component skills of complex behaviors? At what level of abstraction should a skill be taught? and Are some behaviors more amenable to training than others? Close attention is given to three studies: (1) the "Dictionary of Occupational Titles" classification of occupations according to common elements, (2) the generic skills project of W.J. Kawula and A. Smith, and (3) research on egometrics (application of psychometric principles and procedures to the study of human work) directed by J. William Cunningham. The author concludes that there is no nontransferable skill and that a good education through high school will provide an individual with a good repertoire of skills for the world of work. A further conclusion is that training programs should be designed to teach specific skills very well and to allow for skill practice in a variety of situations after ensuring utility for one situation. (JT)

ED 146 421 CE 013 533

Michlein, Michael G.

Student Attrition in the Wisconsin VTAE System—Phase II. Final Report.

North Central Technical Inst., Wausau, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Jun 77

Note—242p.; For a related document see ED 136 012

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Adult Dropouts, *Adult Vocational Education, Data Collection, Dropout Attitudes, *Dropout Characteristics, *Dropout Identification, Dropout Prevention, *Dropout Rate, Educational Research, Post Secondary Education, Program Improvement, Questionnaires, Secondary Education, State Programs, Student Needs, Technical Education, Test Construction, Test Validity

Identifiers—Wisconsin

Objectives of phase II of a study were (1) to run a pilot program to predict potential dropouts and assist them to overcome obstacles which might cause them to leave school and (2) to establish a system to immediately obtain needed information from dropouts. An instrument to identify potential dropouts was selected and students were divided into potential nonpersisters and potential persisters. Half of the nonpersisters were aided in solving their problems; the persisters were simply monitored. All groups were compared at the end of the first semester to determine if the students had been correctly identified, and if assisting potential dropouts helps retain them. A uniform questionnaire for all consortium schools to use on withdrawing students was designed and utilized. Conclusions were that many variables are present in early identification of potential dropouts and identification is not usually accurate in the present functioning environment. The questionnaire responses indicated dropouts often came to school because they were out of work rather than because they wished to obtain a degree or diploma. Sixteen recommendations included stressing importance of attrition to faculty and staff, assisting students in handling their finances, and implement-

ing trial orientation methods. An eighty-page appendix contains the questionnaires used in the project and student comments from the consortium schools involved. (BL)

ED 146 422 CE 013 541

Secondary Vocational Education: Jointly Administered Programs. 8th Annual Evaluation Report.

Iowa State Career Education Advisory Council, Des Moines.

Pub Date—77

Note—133p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Area Vocational Schools, Educational Finance, Policy Formation, *Program Administration, *Program Effectiveness, Program Evaluation, Public Policy, School Role, *Secondary Education, *Secondary Schools, State Programs, State Standards, *Vocational Education

Focus in this evaluation report of Iowa secondary vocational education is on jointly administered programs–those contracted services which are established either between two or more secondary schools or between a merged area school and one or more secondary schools. The report is a synthesis and discussion of information gathered from field visits to five of the state's fifteen merged areas and from related research. Questions addressed are the following: (1) What are the historical, legal, and philosophical bases for jointly administered secondary vocational programs and their relationship to traditional programs in Iowa? (2) What are the primary characteristics of these programs? (3) What is the present method for reimbursing secondary programs in Iowa and what ways does this affect jointly administered programs? (4) How do state policies and plans, community attitudes, and current, critical issues confronting local school districts affect secondary vocational education in Iowa? (5) If jointly administered programs are a viable means of providing secondary vocational programs, what policies and plans should be considered to continue and expand them? Issues are identified with respect to each topic; selected opinions of administrators, teachers, students, and others are listed; and a summary of state-wide attitudes with regard to each issue is then presented followed by recommendations. (JT)

ED 146 424 CE 013 566

A Pre-Vocational Developmental Program for Georgia's Area Vocational-Technical Schools.

Athens Area Vocational-Technical School, Ga.

Spons Agency—Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.

Pub Date—1 Jun 77

Note—77p.; Appendix 5 was missing from document prior to printing

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Communication Skills, Educational Counseling, Guidance Counseling, *Guidance Services, Instructional Materials, *Occupational Guidance, Post High School Guidance, Post Secondary Education, Program Administration, Program Descriptions, Remedial Courses, Remedial Mathematics, *Remedial Programs, *Student Placement, *Technical Education, *Vocational Education

Identifiers—*Georgia

A model program was developed to provide remedial experiences that would allow individuals who fail to meet minimum entrance requirements for postsecondary vocational education to reach an acceptable level for admission into regular programs. The project encompassed three major areas of instruction: vocational/technical mathematics, vocational/technical communications, and vocational guidance. Entering students took a Test of Adult Basic Education (TABE) and participated in an intake interview designed to set individual goals and develop an individually prescribed curriculum which could contain instruction in either or all of the three major curriculum areas. At the end of the individually prescribed program (approximately six weeks) the individual was re-evaluated with possible options of entry into a regular program, placement in an evaluation lab, referral to an outside agency, or recycling through the prevocational lab. During the first year's operation 106 people were served. Of these, fifty-eight completed their work and met required scores upon posttesting, with twenty-six enrolling in regular programs and thirty-two being placed on waiting lists for their particular program. Forty-eight students dropped out of pre-tech before completion. (Instructional materials used in the program are described, and charts, comparative tables, and statistical data on the students are included.) (BL)

ED 146 426 CE 013 577

Feichtner, Sheila H. O'Brien, Thomas W.

A Position Paper on Mainstreaming Special Needs Students into Regular Vocational Classrooms. Recommendation to the State Advisory Council for the Bureau of Vocational Education.

Pittsburgh Univ., Pa.

Pub Date—14 Dec 76

Note—13p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Community Role, Disadvantaged Youth, Handicapped Students, *Instructional Design, Instructional Improvement, Instructional Systems, *Models, Parent Role, Public Support, *Regular Class Placement, Remedial Teachers, Resource Staff Role, School Support, Special Education Teachers, *Staff Role, *Vocational Education, Vocational Education Teachers

Problems encountered in vocational education mainstreaming and recommended improvements are presented in this paper. A brief history introduces the concept followed by specific definitions of "training," "education," and "mainstreaming," as applied to vocational schooling. Three general operational models are described and graphically presented. Model guidelines developed for the instructional system, the instructional team, and supportive services are listed and include the following: development of prescription teaching, the student-instructional study team, competency based evaluation, and open entry and exit (instructional system); the role of vocational teachers, special education teachers, remedial teachers, vocational students, and vocational resource persons (instructional team); and the role of the administration, community agencies, and parents (supportive services). Conclusions present a rationale for providing a vocational resource person for mainstreaming programs, and lists the required qualifications. Twelve recommendations for active steps to be taken at the local, state, and national levels are presented and include university development to orient special education teachers to the concept of vocational education, and education of the public about their responsibility for special needs students and the responsibilities of vocational education. (BL)

ED 146 427 CE 013 581

Gearhart, Robert E. McMillen, Stephen

A Study of a Two Hour Time Block in Industrial Education. Final Report.

Newport Independent School District, Ky.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date—Jul 77

Note—45p.; For related documents see CE 013 580-582. Page 20, the Index of Adjustment and Values, was removed because of copyright

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Academic Achievement, Attendance, Dropout Rate, Educational Research, *High School Students, Schedule Modules, *Scheduling, School Schedules, Senior High Schools, Student Attitudes, Teacher Attitudes, *Time Factors (Learning), *Trade and Industrial Education

Hypotheses of a study of two-hour as opposed to three-hour training blocks for industrial vocational education students were as follows: (1) Achievement of students in a two-hour block for three years will be equal to that of students in a three-hour block for two years, (2) student attitudes toward themselves, school, and the world of work will significantly increase, and (3) there will be a significant decrease in dropout rates and absenteeism. Students in the two-hour vocational block classes at Newport High School (Kentucky) were matched (paired) with three-hour vocational block classes at vocational schools in the northern Kentucky area in parallel programs: printing, construction electricity, mechanical drafting, and commercial art. Pre- and posttests administered to all at the beginning and end of the first year included the Ohio Trades Achievement Test and Bill's Index of Adjustment and Values. Comparisons were made between test results of high school juniors in each matched pair grouping, and dropout and attendance rates were examined for Newport students. No significant conclusions about the effectiveness of the two-hour block could be reached after the project's initial year. Recommendations for continuation of the study include focus on improving both the testing situation and communication between all parties. (JT)

ED 146 428 CE 013 583

Herschbach, Dennis R.

Teaching Special Needs Students. Selected Resources for Vocational Teachers and Teacher Educators.

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date—77

Note—36p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Bibliographies, Disadvantaged Youth, Handicapped Students, Individualized Instruction, Job Placement, Program Design, *Program Development, Program Evaluation, *Special Education, Student Behavior, *Vocational Education

This bibliography presents material relating to the development and implementation of instructional programs for special needs students. It addresses a number of instructional concerns such as program design, student behavior, evaluation, individualizing instruction, and job placement. Material cuts across the various categories of disadvantaged and handicapped and is divided into the following sections: (1) books relating to the special needs students; (2) journal articles relating to the teaching of special needs students; (3) publications from agencies and organizations serving special needs students; (4) agencies and organizations serving special needs students; and (5) relevant abstracts, indexes, and journals. (BL)

ED 146 429 CE 013 597

Bohan, John F.

Teacher Assistant Training Project. Final Report.

Clackamas Community Coll., Oregon City, Oreg.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem.

Pub Date—Jun 77

Note—57p.; For a related document see CE 013 598

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Career Planning, Community Colleges, Demonstration Projects, Job Training, Junior Colleges, *Junior College Students, Program Descriptions, Secondary Education, Student Placement, Student Recruitment, *Teacher

Aides, Teacher Programs, *Teaching Experience, *Vocational Education, Vocational Education Teachers

During the academic years 1975-1977 a model program was developed for recruiting, training, and placing technically competent community college students as teaching assistants to secondary school vocational education teachers. Students selected enrolled in a basic teaching methodology course and were placed in an area high school vocational education class where they obtained practical on-the-job training. A total of seven area high schools participated in the project with approximately 205 ninth through eleventh grade students involved. Approximately 143 community college administrators, faculty, counselors, and students were also involved, with significant involvement occurring for twelve students and twelve staff. Findings were that this experience aided the college students in deciding whether to enter a four-year teacher training institute, while also ascertaining other routes to becoming a vocational teacher. The project also benefited participating high schools through support services provided by the assistants, and by articulation between the institutes, providing greater understanding of vocational training programs. Project results indicated that a career specialization program such as this is a viable approach to decision making for vocationally oriented students. (The model, "Prospectus. Teacher Assistant Training Project. Transport Model," is available separately.) (BL)

ED 146 430 CE 013 598

Bohan, John F.

Prospectus. Teacher Assistant Training Project. Transport Model.

Clackamas Community Coll., Oregon City, Oreg.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem.

Pub Date—Jun 77

Note—46p.; For a related document see CE 013 597

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Planning, Community Colleges, Demonstration Projects, Job Training, Junior Colleges, *Junior College Students, *Models, Secondary Education, Staff Role, Student Placement, Student Recruitment, *Teacher Aides, Teacher Programs, *Teaching Experience, *Vocational Education, Vocational Education Teachers

To provide an introduction to a career in vocational teaching, a model developed in the Teacher Assistant Training Project at Clackamas Community College in Oregon is presented for recruiting, training, and placing technically competent community college students as teaching assistants to secondary school vocational education teachers. Project objectives and program benefits are outlined. Proposed functions of catalysts in the program, the project coordinator, counselors, and administrators are described. Suggested advisory committee members, responsibilities of the project coordinator, methods of selecting participants, and proposed courses for participants are outlined. Directions for surveying participating college students and participating secondary school personnel and students are also presented. Appendixes comprise two-thirds of the report and present materials used in the model: course outlines, procedures for selection of students, recommendation form, guidelines to the college student in the proposed education course, pre- and post self-assessment for college students, teacher assistant's evaluation of the Teacher Assistant Training Project, guidelines for cooperating instructors, cooperating instructor's evaluation of teacher assistants, cooperating instructor's evaluation of Teacher Assistant Training Project, and student evaluation of teacher assistant. The final report, "Teacher Assistant Training Project," is available separately. (BL)

ED 146 431 CE 013 606

Comprehensive Employment and Training Act. Hearing before the Task Force on Human Resources of the Committee on the Budget, House of Representatives, Ninety-Fifth Congress, First Session (June 30, 1977)

Congress of the U.S., Washington, D.C. House Committee on the Budget.

Pub Date—30 Jun 77

Note—54p.; Contains occasional small print

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Federal Aid, Federal Legislation, *Federal Programs, Federal State Relationship, Financial Problems, *Financial Support, *Job Training, On the Job Training, State Federal Aid, Vocational Education, Welfare Services, *Youth Employment, Youth Programs

Identifiers—*Comprehensive Employment and Training Act

Testimonies addressing the implementation of new federal employment training programs and the expanded Comprehensive Employment and Training Act (CETA) programs, the practicality of forward funding, and the relationship of CETA to welfare reform are presented in this hearing record. Statements by representatives of the Department of Labor, the AFL-CIO, and the National Association of Counties are presented and include written questions submitted by the task force along with replies. Additional information submitted for the record includes prepared statements on behalf of the National League of Cities and the U.S. Conference of Mayors, information entitled "CETA Programs and Postprogram Experience of Participants," and two tables: "Comparison of Eligible Title VI Clients Identified as of May 31, 1977 to Hiring Goals and Allocations by Region and by State" and "Summer Youth Employment Survey." (BL)

ED 146 432 CE 013 607

Teacher's Guide to a Vocational Education Common Core Curriculum.

California State Dept. of Education, Sacramento.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—23p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, Communication Skills, *Core Curriculum, *Educational Objectives, Interdisciplinary Approach, Interpersonal Relationship, Job Application, Money Management, Self Concept, *Student Development, Teaching Guides, *Teaching Techniques, Vocational Development, *Vocational Education

Prepared as the result of a revision of the vocational education curricula by members of the Western State Curriculum Council (American Samoa, Arizona, California, Guam, Hawaii, Nevada, and the Trust Territories of the Pacific), this guide is intended to help meet the needs of both students and a highly technical and rapidly changing society. It provides for a common core, interdisciplinary approach to vocational training and emphasizes the concept of career education and the role of vocational education within that concept. Content focuses on six basic areas of student development: self-awareness; career development; interpersonal relationships; job acquisition, maintenance, progression, and change; personal money management; and general skills development. Each of these six areas, which are designed for adoption or adaptation on local levels, includes a summary outline, primary goals, secondary goals to be achieved in the attainment of each primary goal, and some suggested instructional techniques and activities. (SH)

ED 146 433 CE 013 621

Mankiw, Dorothy S. Elefante, Michael A.

Beauty Culture I. Teachers Guide.

Spons Agency—Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Pub Date—73

Note—509p.; For a related document see CE 009 423

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (BC-130, $8.00 plus postage)

EDRS Price MF-$1.00 HC-$27.45 Plus Postage.

Descriptors—Cosmetologists, *Cosmetology, Course Content, Course Evaluation, Curriculum Guides, Educational Objectives, High School Curriculum, Hygiene, Laboratory Manuals, Learning Activities, *Lesson Plans, Secondary Education, Service Occupations, Teaching Guides, Teaching Techniques, Tests, *Unit Plan, Units of Study, Visual Aids, *Vocational Education

Identifiers—New Jersey

This teacher's manual presents a course outline for the first semester (270 hours) of a four-semester course in beauty culture. The syllabus is divided into six sections and includes the following areas of instruction: shop, school, and the cosmetologist; sterilization practices in the beauty salon; scalp and hair applications and shampooing; hair styling; manicuring; and hairpressing and iron curling. Each of these major divisions consists of two or more unit plans which cover objectives, lesson sequence and lesson plans, teacher preparation, teaching tips, student activities, and evaluation procedures. The remainder of the manual includes a suggested weekly plan book, 39 handout sheets, 17 tests with answer sheets, 107 transparency masters, and a suggested evaluation and record system. (Author/BM)

ED 146 434 CE 013 626

Tuttle, Robert

Source Unit in Estate Planning.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date—77

Note—100p.

Available from—Colorado State University, Curriculum Materials Service, Vocational Education Building, Fort Collins, Colorado 80523 ($2.75)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Adult Farmer Education, Agricultural Education, Curriculum Guides, *Estate Planning, Insurance Programs, Money Management, Secondary Education, Unit Plan, *Vocational Agriculture, Young Farmer Education

This guide is designed to help vocational agriculture instructors meet the following objectives with their students: (1) to develop a basic understanding of the estate planning concept; (2) to develop an understanding of basic farm family estate planning objectives; (3) to develop an understanding of the tools available to meet farm family estate plans; and (4) to develop the competencies necessary to organize and implement effective farm family estate plans. Seventeen units are presented, with each unit containing suggested objectives, motivational techniques, study questions, references, and a job analysis. Unit topics include becoming acquainted with the concept of estate planning; becoming acquainted with ways of titling property; utilizing installment contracts, the private annuity, wills, trusts, corporations, insurance, partnerships, gifts (eight separate units); providing for retirement; bringing young people into farming through estate planning; protecting interests of minor children; minimizing taxes; transferring property prior to death; developing the farm family estate plan; and acquiring competent assistance in estate planning. (BL)

ED 146 435 CE 013 643

Marson, Arthur A. And Others

Cost Benefit Model Development. Final Report.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 77

Note—203p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Adult Education, *Cost Effectiveness, Economic Research, Educational Finance, Educational Research, Instructional Student Costs, *Models, *Noncredit Courses, Post Secondary Education, Program Budgeting, Program Costs, Program Effectiveness, Program Evaluation, *Technical Education, *Vocational Education

Identifiers—Wisconsin

A one-year cost benefit analysis study was conducted by a consortium of technical institutes, and two cost benefit models were developed and refined for evaluating benefits and costs of full-time vocational technical programs and aidable, noncredit adult education courses. The models were tested on a sample of nine full-time vocational technical programs and sixty-three adult education courses which reflected a cross-section of instructional areas in vocational technical education. Findings were that benefits from vocational technical education programs and aidable, noncredit education courses outweigh the costs of such courses for both the student and for society in general, with the cost benefit ratio being 2.7 to 1.00 for society and 2.17 to 1.00 for an individual student. Six recommendations were offered and included further research being done on the noneconomic costs and benefits of vocational technical education. (Results of the test programs are presented in this report, as well as the models. Correspondence and sample cost benefit and survey forms are appended.) (BL)

ED 146 436 CE 013 680

Gray, Madelaine

Competency Assurance Program for Occupational Therapy Practitioners. Final Report. July 1, 1976 - June 30, 1977.

American Occupational Therapy Association, Rockville, Md.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date—Jun 77

Contract—HRA-231-76-0064

Note—92p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Agency Role, *Certification, *Occupational Therapists, *Occupational Therapy Assistants, Performance Based Education, *Policy Formation, Post Secondary Education, Professional Associations, Program Descriptions, Program Development, *Standards

Identifiers—American Occupational Therapy Association

A project was developed to design policies and procedures for competency-based recertification for occupational therapists and occupational therapy assistants. Project activities included the exploration and appraisal of various methods of recertification, e.g., continuing education requirements, audit/record review requirements, written examination requirements. Criteria were developed and used to conduct the appraisal of these and other methods. After analysis of the appraisal results and discussion of several problems, such as generalist versus specialist recertification and continuing education requirements for relicensure, policies and procedures for the recertification of occupational therapists and occupational therapy assistants were recommended, some of which follow: (1) that the American Occupational Therapy Association (AOTA) endorse, develop, and implement the concept of a comprehensive Competency Assurance Program for occupational therapy practitioners (components of the program are outlined in this report); (2) that the AOTA recertification process be developed, administered and periodically evaluated according to basic principles; and (3) that a minimum passing score be established. (This project report includes the following appended materials: contract scope of work, design and audit committee members, initial certification requirements, lapsed certification policies, and AOTA by-laws.) (SH)

ED 146 437 CE 013 686

Plumbing. A Catalog of Performance Objectives, Criterion Referenced Measures and Performance Guides.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—225p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Behavioral Objectives, Building Trades, Catalogs, *Criterion Referenced Tests, Guides, Maintenance, Performance Based Education, Performance Criteria, *Performance Specifications, *Plumbing, Post Secondary Education, Secondary Education, *Standards, Task Performance, Vocational Education

Identifiers—South Carolina, Vocational Technical Education Consortium States

Adapted from the Vocational-Technical Education Consortium of States (V-TECS) catalog, this comprehensive collection of performance objectives, performance guides, criterion-referenced measures, and other data relating to construction plumbing and maintenance plumbing was prepared for use in vocational programs in South Carolina. Each performance objective contains the condition under which the student will perform the objective, the performance required of the student after instruction has taken place, and a job-relevant standard for measuring successful performance of the objective. The source of the standard for each objective is documented from one of the following three sources: job-based information provided in technical manuals, certification requirements, or other germane literature; the level of performance agreed upon by incumbent workers and supervisors who served on the writing team or as consultants to the team; and the subject matter specialists who served on the writing team. The source of the standard is identified in parentheses after each performance objective. A criterion-referenced measure follows each performance objective and is designed to test student achievement of the objective. The performance guides which accompany most of the objectives and measures are procedural steps identified as subordinate to task performance. Only one performance guide is given per item. Literature sources and a cross reference table are included in the appendixes. (BM)

ED 146 439 CE 013 692

Cernota, Henry R.

Truck Mechanic Apprentice Training.

Pub Date—Aug 75

Note—162p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Adult Vocational Education, *Apprenticeships, Auto Mechanics, *Educational Needs, Educational Problems, Job Skills, Job Training, Mechanical Skills, *Mechanics (Process), Needs Assessment, *On the Job Training, *Program Improvement, State of the Art Reviews, Surveys, Technical Education, Vocational Education

Identifiers—Illinois (Chicago), *Trucking Industry

A study was conducted to identify the current needs of truck mechanic apprenticeship training programs, the problems experienced in these programs, and possible solutions to these problems. Research data was collected by the following methods: A questionnaire was completed by operating and maintenance people in the trucking industry in the Chicago metropolitan area; current literature on new methods as well as old in the solution of truck apprentice mechanic training were reviewed; and current regulations of apprentice mechanic training in conjunction with trucking associations, mechanics' unions, and federal and state regulating bodies were reviewed. Five areas of need which have caused problems when unfulfilled were identified as (1) economic conditions that determine the need for apprentices, (2) training facilities that are available and readily accessible to the apprentice, (3) willingness on the part of dealer management and the shop mechanics to take time to teach the apprentice, (4) willingness of the dealer to hire a man less qualified than a journeyman mechanic, and (5) willingness of the mechanics' union to encourage apprentice training in spite of recession in business. A recession-proof system, which includes a built-in reservoir of qualified in-training apprentices, is proposed. (The effects of such a system are discussed and further recommendations are given.) (BM)

ED 146 440 CE 013 695

National Workshop to Increase Spanish Speaking American Participation in Vocational Education at All Levels. Final Report.

Kean Coll. of New Jersey, Union.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.; Office of Education (DHEW), Washington, D.C.

Pub Date—[76]

Note—43p.; Pages 2-4 may be marginally legible due to print quality of original

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Bilingual Students, *Educational Needs, Mexican Americans, Needs Assessment, Personnel Needs, Post Secondary Education, Program Development, Program Improvement, *Program Planning, Puerto Ricans, Secondary Education, Spanish Americans, *Spanish Speaking, Staff Improvement, State of the Art Reviews, *Student Needs, Student Recruitment, *Vocational Education, Workshops

To determine the needs of Spanish-speaking students with limited English-speaking ability who are enrolled in all levels of vocational education, a series of three workshops were conducted to assess the vocational education needs of Mexican Americans and Puerto Ricans and to identify the commonalities and divergencies of the needs resulting from the assessments. Participants in the workshops, which were conducted in the southwestern and eastern parts of the country, included representatives from the Spanish-speaking American vocational education community, state decision makers, and vocational educators concerned with attracting Spanish-speaking Americans into vocational education. The findings of all three workshops were analyzed and synthesized by a representative task force, and a state of the art report was prepared. The thirty-one recommendations derived from the synthesis focused on three basic components of an effective plan of action (recruitment, program development, and personnel development). These recommendations were presented to state and federal agencies concerned with vocational education in hopes that the recommendations would be implemented in a plan of action. (BM)

ED 146 441 CE 013 700

Career Planning Support System. Decision Guide.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—[77]

Contract—NE-C-00-3-0079

Note—13p.; For related documents see CE 012 561-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny

Road, Columbus, Ohio 43210
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Administrator Guides, *Career Planning, *Guidance Programs, Guides, *Management Systems, *Occupational Guidance, Program Descriptions, Program Design, Secondary Education
Identifiers—*Career Planning Support System
This brief guide describes the Career Planning Support System (CPSS), a career guidance management system designed to be integrated into a high school's operations and also designed for district or state application. The guide covers the following aspects of CPSS: (1) the CPSS perspective and five skill categories (self-awareness, social awareness, and personal decision making; career exploration; job acquisition and adjustment; education and training exploration; and education and training acquisition and adjustment); (2) the CPSS process (three steps); (3) benefits; (4) cost, personnel needs, and equipment and supplies; (5) information on field testing; and (6) an availability statement. (SH)

ED 146 445 CE 013 784

Frantz, Nevin R., Jr.
The Development and Field Testing of a Computer-Managed Delivery System for Individualizing Instruction in Multioccupational Programs for Vocational Education. Final Report.
Delaware Univ., Newark. Coll. of Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date—20 Jul 77
Contract—G007603807
Note—36p.; Best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Autoinstructional Methods, *Career Exploration, *Computer Assisted Instruction, Computer Programs, Delivery Systems, Educational Research, High School Students, *Individualized Instruction, Learning Modules, Methods Research, Occupational Guidance, Programed Instruction, Programed Units, Secondary Education, Technical Education, *Technical Occupations, *Vocational Education
A project was conducted to develop and field test a computer based system to manage an individualized instructional approach for multioccupational programs in vocational education. A computer managed system was prepared which scheduled students individually for a variety of instructional areas within an occupational cluster. An individualized instructional module was delivered, via a computer terminal, which twenty ninth grade students completed under the direction of an instructor. Achievement of the cognitive information for this module was accomplished by a post-check which students received from the terminal. Feedback to the responses for the post-check items was provided to the students and a record of their status was kept by the computer and provided to instructors when needed. The results of the field test indicated that a viable computer managed instructional system for individualizing instruction in a multioccupational program could be developed and implemented successfully. Additional research and development should be conducted to determine the effectiveness and efficiency of the approach in providing career exploration experiences and job entry competencies for students enrolled in vocational education programs at the secondary school level. Appendixes comprise half of the thirty-two-page report and contain samples of the computerized materials used in the project. (Author/BL)

ED 146 450 CE 013 831

Munger, Sara J. And Others
Job Counseling and Placement for the Use of Basic Skills. Volume 1: Techniques.
Synectics Corp., Allison Park, Pa.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Pub Date—Jul 77
Contract—DL-20-42-74-19
Note—103p.; For a related document see CE 013 832
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Basic Skills, Counseling Services, *Employment Opportunities, Guides, Job Development, *Job Placement, Job Skills, *Mentally Handicapped, Occupational Guidance, Slow Learners, *Vocational Counseling
Primary intended users of this first volume of a two-volume handbook are professional counselors and placement officers involved in expanding the range of jobs available to persons having only basic cognitive skills (e.g., mentally retarded, slow learners, learning disabled). Agencies which would find it useful included employment service offices, schools, rehabilitation agencies, sheltered workshops, private employment agencies, government personnel offices, business, and industry. The handbook broadly summarizes knowledge about jobs (volume 2) and counseling-placement activities (volume 1) relative to the use of basic skills. General and specific reference is made throughout to more detailed techniques and information. Suggestions in this first volume are presented within chapters which correspond to the sequence of activities performed. Chapter 1 suggests ways to assure a full and fair definition of the capabilities of each client. Steps that counselors and placement officers might take to expand the client's job competencies are suggested in chapter 2. Chapter 3 describes how to use existing job availability information to find appropriate jobs for the client group, and chapter 4 deals with creating or developing additional job opportunities. Chapter 5 suggests ways in which information about specific clients and specific job opportunities can be brought together to optimize the client placement. General guidance for the collection and use of data by which managers and administrators can enhance the counseling-placement process are presented in the appendix. (Volume 2, available separately, summarizes requirements information for more than 8,000 relevant occupations selected from the more than 14,000 listings in the "Dictionary of Occupational Titles.") (JT)

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This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors,* are in alphabetical order.

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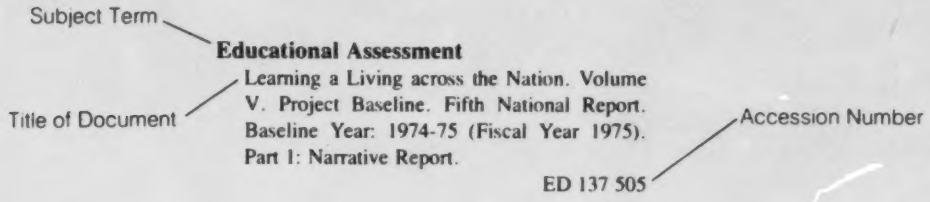
Subject Term
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Title of Document
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Accession Number
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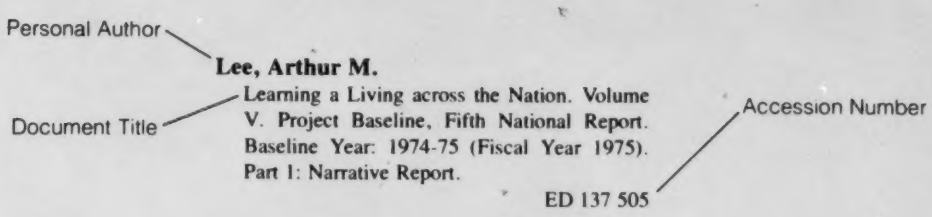
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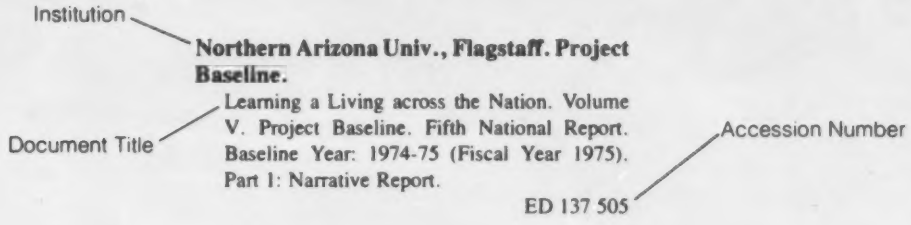
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Government Agency Management. A Major Occupational Group in the Public Service Cluster.
ED 145 268
Government Agency Management. A Major Occupational Group in the Public Service Cluster. Teacher's Manual.
ED 145 269
A Guide for Implementing the Georgia Public Service Program.
ED 145 261
Introduction to Decision Making in Public Service. A Major Unit in the Public Service Cluster.
ED 145 264
Introduction to Decision Making in Public Service. A Major Unit in the Public Service Cluster. Teacher's Manual.
ED 145 265
Preparing for Public Service. A Developmental Course in the Public Service Cluster.
ED 145 282
Preparing for Public Service. A Developmental Course in the Public Service Cluster. Teacher's Manual.
ED 145 263
Public Safety, Corrections, and Judicial Services. A Major Occupational Group in the Public Service Cluster.
ED 145 272

Public Safety, Corrections, and Judicial Services. A Major Occupational Group in the Public Service Cluster. Teacher's Manual.
ED 145 273

Regulatory Services and Records. A Major Occupational Group in the Public Service Cluster.
ED 145 276

Regulatory Services and Records. A Major Occupational Group in the Public Service Cluster. Teacher's Manual.
ED 145 277

Resources Management. A Major Occupational Group in the Public Service Cluster.
ED 145 266

Resources Management. A Major Occupational Group in the Public Service Cluster. Teacher's Manual.
ED 145 267

Rural, Urban, and Community Development. A Major Occupational Group in the Public Service Cluster.
ED 145 280

Rural, Urban, and Community Development. A Major Occupational Group in the Public Service Cluster. Teacher's Manual.
ED 145 281

Social and Economic Services. A Major Occupational Group in the Public Service Cluster.
ED 145 274

Social and Economic Services. A Major Occupational Group in the Public Service Cluster. Teacher's Manual.
ED 145 275

Transportation Management. A Major Occupational Group in the Public Service Cluster.
ED 145 270

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ED 145 271

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ED 145 198

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ED 145 171

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ED 145 211

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ED 146 357

Home Furnishings Merchandising. A Suggested Interdisciplinary Guide.
ED 146 356

Proceedings into the Eighties. Conference on Occupational Teacher Education (Springfield, Illinois, May 14-16, 1975).
ED 145 211

Iowa State Career Education Advisory Council, Des Moines.
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ED 146 422

Kean Coll. of New Jersey, Union.
National Workshop to Increase Spanish Speaking American Participation in Vocational Education at All Levels. Final Report.
ED 146 440

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Pre-Postsecondary Program. A Health Careers Curriculum.
ED 145 210

Pre-Postsecondary Program. A Social Science Careers Curriculum.
ED 145 208

Pre-Postsecondary Program. An Engineering Careers Curriculum.
ED 145 209

Kuskokwim Community Coll., Bethel, Alaska.
Bilingual Vocational Technical Training Program. Final Evaluation Report.
ED 145 223

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ED 146 360

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ED 146 428

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The Development of Individualized Supportive Services for Physically and Sensorially Limited Adults at a Post-Secondary Area Vocational School. Final Report. January 1975-June 1977.
ED 146 345

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Air Conditioning and Refrigeration. Book One.
ED 146 390

Air Conditioning and Refrigeration. Book Two.
ED 146 391

Comprehensive Small Engine Repair.
ED 146 392

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ED 146 393

Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
Minnesota Bilingual Vocational Training Project. Final Report.
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Evaluation of First-Year Shorthand Achievement. Final Report.
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ED 145 197

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ED 145 260

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ED 145 169

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ED 145 253

National Association for Retarded Citizens, Arlington, Tex.
Guide to Job Placement of Mentally Retarded Workers.
ED 145 250

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ED 146 346

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ED 146 412

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ED 146 399

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ED 145 173

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ED 145 220

New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education.
Dead Ends. An Office Education Mini Curriculum Manual on Periods, Questions, Exclamations, and Semicolons.
ED 146 325

Dispel Misspelling. An Office Education Mini Curriculum Manual on Spelling.
ED 146 328

Draw Me Big: An Office Education Mini Curriculum Manual on Capitalization.
ED 146 326

Give a Word a Break: An Office Education Mini-Manual on Word Division.
ED 146 321

Let's Get Together: An Office Education Mini-

Manual on Subject-Verb Agreement.
ED 146 322
One, Two, Three. An Office Education Mini Curriculum Manual on Numbers.
ED 146 327
Punctuation Potpourri. An Office Education Mini Curriculum Manual on Other Punctuation Marks.
ED 146 329
S with or without a Squiggle. An Office Education Mini Curriculum Manual on Plurals & Possessives.
ED 146 323
Short Stops. An Office Education Mini Curriculum Manual on Commas, Dashes, and Parentheses.
ED 146 324
Teacher Guide and Test Answers to Ten Office Education Mini-Manuals on Office Communication Proofreading.
ED 146 320
What's Wrong? An Office Education Mini Curriculum Manual on Catching Errors.
ED 146 330

Newport Independent School District, Ky.
A Study of a Two Hour Time Block in Industrial Education. Final Report.
ED 146 427

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System of Planned Activities in Career Education. Program Design for Central Montgomery County, Pennsylvania.
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North Carolina State Dept. of Community Colleges, Raleigh.
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North Carolina Univ., Chapel Hill.
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A Pilot Study in a Cooperative School/Community Effort to Enhance Realistic Student Vocational Choice and Awareness as well as Personal Development in a Transition to Adulthood through a Meaningful "Action Learning" Program. Final Report.
ED 145 245

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Handbook for Cooperative Vocational Education in Illinois.
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Northwestern Connecticut Community Coll., Winsted.
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ED 145 196

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Factors Which Predict Success or Failure in an Associate Degree Nursing Program. Final Report.
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ED 146 361
A Primer for Career Education. Monographs on Career Education.
ED 145 252
Refining the Career Education Concept: Part II. Monographs on Career Education.
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ED 145 218

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
The Consumer and Homemaking Cluster. Career Orientation Series.
ED 146 332
Course of Study for General Office Clerk. Grades Eleven and Twelve.
ED 145 239
The Environment Cluster. Career Orientation Series.
ED 146 333
The Health Cluster. Career Orientation Series.
ED 146 334
The Hospitality and Recreation Cluster. Career Orientation Series.
ED 146 335
The Marine Science Cluster. Career Orientation Series.
ED 146 336
The Personal Service Cluster. Career Orientation Series.
ED 146 337

Ohio State Univ., Columbus. Center for Vocational Education.
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ED 146 363
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ED 146 441
Collage. A Collection of Career Education Resources.
ED 145 254
Desegregation and Its Implications for Vocational and Career Education R & D. Occasional Paper No. 30.
ED 145 230
Occupationally-Transferable Skills and Characteristics: Review of Literature and Research. Information Series No. 105.
ED 146 420
Performance Content for Job Training. Volume 1. Introduction. Research and Development Series No. 121.
ED 146 369
Performance Content for Job Training. Volume 2. Stating the Tasks of the Job. Research and Development Series No. 122.
ED 146 370
Performance Content for Job Training. Volume 3. Identifying Relevant Job Performance. Research and Development Series No. 123.
ED 146 371
Performance Content for Job Training. Volume 4. Deriving Performance Requirements for Training. Research and Development Series No. 124.
ED 146 372
Performance Content for Job Training. Volume 5. Processing Survey Data: Technical Appendices. Research and Development Series No. 125.
ED 146 373
A Sampler of Innovative Program Ideas for Ohio's Community Action Agencies.
ED 145 175
Youth Training Programs in Ohio's Community Action Agencies. A Case Study.
ED 146 359

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Home Economics I. Basic Core. Vocational Home Economics Education. Revised.
ED 146 402
Home Economics II. Basic Core. Tenth Grade.
ED 146 403
Nursing I. A Course of Study.
ED 146 404
Nursing II. A Course of Study.
ED 146 401

Ontario Dept. of Education, Toronto.
An Evaluation of the Career Development Credit Course.
ED 146 339
Occupational Graduates and the Labour Force.
ED 146 338

Organisation for Economic Cooperation and Development, Paris (France).
Australia. Transition from School to Work or Further Study. Reviews of National Policies for Education.
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Educational Policy and Planning. Transition from School to Work or Further Study in Australia.
ED 145 186

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A Position Paper on Mainstreaming Special Needs Students into Regular Vocational Classrooms. Recommendation to the State Advisory Council for the Bureau of Vocational Education.
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Pittsburgh Univ., Pa. School of Education.
A Project to Develop, Test, and Implement a Competency-Based Undergraduate Vocational Teacher Education Program. Final Report. Fiscal Year, 1976-77.
ED 145 259

President's Committee on Employment of the Handicapped, Washington, D.C.
Guide to Job Placement of Mentally Restored People.
ED 145 251
Guide to Job Placement of Mentally Retarded Workers.
ED 145 250
Teacher's Manual to Accompany "How to Get a Job."
ED 145 249

Public Interest Economics Center, Washington, D.C.
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ED 146 406

Purdue Research Foundation, Lafayette, Ind.
Job-Derived Selection: Follow Up Report. Technical Report No. 4.
ED 146 378

Purdue Univ., Lafayette, Ind. Dept. of Education.
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ED 146 348
A Model for Assessing Employment Needs in Agribusiness Firms. Final Report.
ED 146 364

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
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ED 146 331
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ED 146 397
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ED 145 258
Food Service. Teacher's Guide.
ED 145 257
The SI Metric System and Practical Applications.
ED 146 351
Twenty Trades to Read About.
ED 145 189

San Jose Community Coll. District, Calif.
The Measurement of Attitudes of Chicano Freshmen Who Are Preparing for a Criminal Justice Career.
ED 145 167

South Carolina State Dept. of Education, Columbia. Home Economics Education Section.
Clothing and Textiles Resource Unit. Sewing on Knits.
ED 146 352
Foods and Nutrition Resource Unit. Entertaining.
ED 146 354
Housing and Home Furnishings Resource Unit. Landscaping the Homegrounds.
ED 146 353

South Dakota Univ., Springfield.
South Dakota Vocational Education Follow-Up. Final Report.
ED 145 224

South-Western City School District, Grove City, Ohio.
Sample Course of Study for Distributive Education. Warehousing (Taxonomy 04.3100).
ED 145 242

Synectics Corp., Allison Park, Pa.
Job Counseling and Placement for the Use of Basic Skills. Volume 1: Techniques.
ED 146 450

Tennessee Univ., Knoxville. Coll. of Education.
Tennessee Career Education Needs Assessment.
ED 146 383

Tidewater Community Coll., Portsmouth, Va. Virginia Beach Campus.
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ED 145 238

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Competency Based Industrial Teacher Education Project Phase III: Inservice Program. Final Report.
ED 145 222

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Urban Inst., Washington, D.C.
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ED 146 365

Watertown Independent School District 1, S. Dak.
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ED 146 358

West Virginia Research Coordinating Unit for Vocational Education, Huntington.
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ED 145 236

West Virginia State Vocational Curriculum Lab., Cedar Lakes.
Drafting. Competency Based Curriculum.
ED 146 349

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Cost Benefit Model Development. Final Report.
ED 146 435

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
An Assessment of Benefits Derived from Membership in a Vocational Student Organization in the Vocational, Technical and Adult Education System. Final Report.
ED 145 234
Learning Styles of Vocational Child Care and Development Students in Wisconsin. Final Report.
ED 145 235

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
Career Education, Career Guidance and Occupational Competence.
ED 145 244
Career Program Resources: A Media Supplement.
ED 145 243
Modifying Regular Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped. Progress Report 1977.
ED 145 233
Wisconsin Occupational Information System. Annual Progress Report. July 14, 1976-July 13, 1977. Second Year of Operation.
ED 145 191

Sample Project Resume

VTP-2933
Title: Curriculum Management in Vocational-Technical Education
Principal Investigator: Bob Drake; Maynard Iverson
Recipient Institution: Auburn University, Auburn, Alabama 36830
Start—End Dates: July 1, 1977 to September 30, 1978
Supporting Agency: Alabama State Department of Education, Division of Research and Evaluation, 858 State Office Building, Montgomery, Alabama 36130
Contract and/or Control No.: RCU-029

Summary of Project: The purpose of the project is to determine priorities for curriculum development and curriculum management functions in vocational-technical education in Alabama and to develop a curriculum development plan. Specific objectives are to (1) identify the state's critical needs areas for curricular information and materials in occupational subjects at all levels; (2) identify the state's critical needs areas for curriculum development and curriculum management functions in vocational-technical education; (3) identify and/or develop an operational model for classifying, sequencing, and systematizing curricular information and materials in vocational-technical education; and (4) develop operational procedures for collecting, classifying, and evaluating the content of curricular information and materials, including materials needed for special group learners, for teaching occupational subjects at all levels. Procedures will include: (1) utilizing a steering committee; (2) conducting invitational conference of state educators to assess state's curriculum development efforts; (3) establishing curriculum development priorities and identifying available curriculum development and management resources; and (4) developing a curriculum development and management plan.

PROJECTS IN PROGRESS

The resumes in this section announce ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1976 (PL-94-482).

The projects are arranged alphabetically, first by state and then by title within each state.

Complete names and addresses are provided for both the individuals or organizations conducting the research and for the funding agencies.

VTP-3204

Local Evaluation and External Validation Component of the State Vocational Evaluation System.
Principal Investigator: Fowler, Harmon
Recipient Institution: Georgia State University, University Plaza, Atlanta, Georgia 30303
Start—End Dates: Start Date 10 Jan 78; End Date 14 Aug 78
Supporting Agency: Georgia State Department of Education, State Office Building, Atlanta, Georgia 30334
Contract and/or Control No.: C682
Summary of Project: Project objectives are to develop and field test standards, procedures, guidelines, instruments, and other documents necessary for the implementation of a statewide system of vocational evaluation by onsite visitation. Procedures will include: (1) collecting the existing materials; (2) reviewing the process used by other states; (3) developing the system; and (4) field testing materials at two secondary and two postsecondary sites. A project advisory committee, field review team, and third party evaluations will be used to ensure quality performance. Products to be delivered include: (1) standards for vocational programs in secondary schools; (2) standards for vocational programs in postsecondary area vocational schools and junior colleges; (3) a procedural guide for onsite visitations to secondary schools; (4) a procedural guide for onsite visitations to postsecondary institutions; (5) a self-study guide, with instruments designed to support standards for programs in secondary schools; and (6) a self-study guide, with instruments designed to support standards developed for postsecondary area vocational schools. (Sec. 131)

VTP-3205

Assessment of Sex Equity in the State of Idaho.
Principal Investigator: Kaufman, Jack J.
Recipient Institution: University of Idaho, Moscow, Idaho 83843
Supporting Agency: Idaho State Department of Education, Len B. Jordon Office Building, Boise, Idaho 83720
Contract and/or Control No.: R-16-78
Summary of Project: Project objectives are to (1) determine the proportion, by sex, of administrators, teachers, counselors, and students making up the population of participants in vocational programs presently funded in Idaho; (2) assess the degree of sex bias of administrators, teachers, and counselors of vocational programs in Idaho; (3) collect and assess data from leaders in the sex equity movement which may be used by the Idaho State Division of Vocational Education to develop guidelines for enrollment proportions for reimbursed vocational programs within the state; and (4) additional objectives as may be determined by the administrator of state staff of the State Division of Vocational Education. Present enrollment data will be collected and analyzed, the vocational population will be surveyed for perceptions of present status and future goals, and leaders from the field of sex equity will be surveyed to provide expert input for developing future goals. (Sec. 131)

VTP-3206

Integrating HERO into Consumer/Homemaking Curricula.
Principal Investigator: Condie, Helen
Recipient Institution: Idaho State University, Pocatello, Idaho 83201
Start—End Dates: Start Date 19 Jun 78; End Date 30 Jun 78
Supporting Agency: Idaho State Department of Education, Len B. Jordon Office Building, Boise, Idaho 83720
Contract and/or Control No.: C-02-78
Summary of Project: Project objectives are to (1) review state, national, and commerical HERO curricula; (2) develop guidelines for integrating units of HERO into six semester courses; and (3) prepare approximately 100 pages of curricula for insertion into the present senior high consumer/homemaking guide. During the first, week, the teachers will be involved in a workshop reviewing all the present material available from USOE, and that published in other states. The second week, the teachers will develop/adapt materials for the curriculum guide in the adapted format persently used. An outside consultant will assist one week without cost to the project. This person will remain three extra days to assist the other consultants in preparation and review of photo-ready copy. (Sec. 133)

VTP-3207

Placement and Follow-up of Vocational Education Graudates.
Recipient Institution: Boise State University, Boise, Idaho 83725
Start—End Dates: Start Date 1 May 78; End Date 30 Jun 78
Supporting Agency: Idaho State Department of Education, Len B. Jordon Office Building, Boise, Idaho 83720
Contract and/or Control No.: R-15-78
Summary of Project: The purpose of the project is to determine current placement and followup procedures used in Idaho postsecondary vocational schools by onsite visitation of each school. Procedures will be to contact industry personnel departments statewide to obtain their recommendations for improving procedures for placement and followup and to write a summary paper of the findings which will include a recommended procedure to improve placement and followup on a statewide basis. (Sec. 131)

VTP-3208

Research Familiarization Project for Idaho Office Occupations Teachers.
Principal Investigator: Kessell, R. M.
Recipient Institution: University of Idaho, Moscow, Idaho 83843
Start—End Dates: Start Date 12 Jun 78; End Date 23 Jun 78
Supporting Agency: Idaho State Department of Education, Len B. Jordon Office Building, Boise, Idaho 83720
Contract and/or Control No.: R-14-78
Summary of Project: Project objectives are to (1) evaluate relevant research in office occupations, including typewriting, shorthand, office practice, bookkeeping and accounting, data processing, simulations, individualized instruction, career education, curriculum, cooperative programs, youth groups in vocational education, standards, and evaluation; (2) present the rudimentary elements of statistical procedures in non-mathematical language; and (3) learn how to translate research findings into improved classroom practices. A non-mathematical, common sense approach to non-parametric statistics

will be used. The topics of standard deviation, correlation, t-z-f scores, Chi square, standard error of measurement, analysis of variance, and (possibly) regression equations will be covered. The participants will have the opportunity to examine approximately 225 research studies covering all office occupations subjects. The teachers will be shown how to use the services of the ERIC installation at the University of Idaho Library, plus the AIM and ARM services of the National Center for Vocational Education Research at the Ohio State University. (Sec. 131)

VTP-3209

Shorthand Curriculum Guide Workshop.
Principal Investigator: Kessell, R. M.
Recipient Institution: University of Idaho, Moscow, Idaho 83843
Start—End Dates: Start Date 26 Jun 78; End Date 7 Jul 78
Supporting Agency: Idaho State Department of Education, Len B. Jordon Office Building, Boise, Idaho 83720
Contract and/or Control No.: C-01-78
Summary of Project: The purposes of the project are to (1) provide a curriculum guide in shorthand for Idaho office occupations teachers; (2) write the guide in a manner that it may be easily translated into effective classroom teaching procedures; (3) develop sample materials appropriate for testing over a four-semester shorthand program; (4) develop a set of standards covering a four-semester shorthand program; and (5) develop materials which have the possibility of helping teachers assign fair student grades in shorthand. A workshop will meet daily and all participants are expected to attend all sessions. Typewriters, duplication facilities, current literature, and books will be available in adjacent rooms. Participants are to be selected by the state supervisors of office occupations and the project director and will be selected on the basis of competence in one or more of the procedures for teaching shorthand. Participants will be assigned to work on topics either serially or concurrently (as the situation demands) because it is nearly impossible to predict completion times in advance.

VTP-3210

Staff Development Program for Idaho Vocational-Technical Instructors.
Principal Investigator: Krug, Jon
Recipient Institution: Idaho State University, Pocatello, Idaho 83201
Start—End Dates: Start Date 15 Apr 78; End Date 29 Sep 78
Supporting Agency: Idaho State Department of Education, Len B. Jordon Office Builindg, Boise, Idaho 83720
Contract and/or Control No.: C-03-78
Summary of Project: The objective of the project is to design, implement, evaluate, and refine a statewide delivery system for staff development of vocational-technical instructors (secondary and postsecondary levels) based upon competency information. Procedures will include: (1) conducting a needs assessment; (2) designing a delivery system format and content; (3) conducting a pilot delivery system; and (4) refining pilot delivery system for staff development of vocational-technical instructors. (Sec. 133)

VTP-3211

Analysis and Synthesis for Statewide Area Center Planning.
Principal Investigator: Ferratier, Louis A.
Recipient Institution: Southern Illinois University, Carbondale, Illinois 62901
Start—End Dates: Start Date 1 Nov 77; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD1-A8-557
Summary of Project: The major objective of this project is to collect, analyze, and synthesize data pertinent to the need, development, and operation of Area Vocational Centers in Illinois. Further, the final report of this project should serve as a comprehensive data base to facilitate long range planning activities directed toward full implementation of the Area Center concept in Illinois. A comprehensive search of various sources (i.e., IOE reports, SIU library holdings, etc.) will be conducted to accumulate the raw data. The raw data will be categorized and grouped according to its influence on the need, development, or operation of an AVC. Various statistical treatments will be applied to the raw data utilizing extant DP packages, and the results presented in the final report. (Sec. 131)

VTP-3212

Articulation Model K-14 Health Occupations Education.
Principal Investigator: Katz, Elaine Falk
Recipient Institution: Success Research Consultants, Incorporated, Dundee, Illinois 60118
Start—End Dates: Start Date 15 Oct 77; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield Illinois 62777
Contract and/or Control No.: RD2-B8-556
Summary of Project: The project will (1) study and evaluate the Articulation Planning Model (APM) presented in the Final Report, "Articulation Model for the K-14 Health Occupations, 1977"; (2) identify at least 24 key "cells" in the APM; (3) investigate the essential components of each key APM cell, consideration will be given to S-POP (S-POP = Structure Process/Outcome/Products) as an analysis approach; and (4) develop a Comprehensive Articulation Model using the APM and S-POP data. Procedures will include: (1) setup and planning; (2) analysis of model; (3) identification and key intersections; (4) investigation of key intersections; (5) model synthesis; and (6) documentation of model (prior to field test). (Sec. 132)

VTP-3213

Competency Based Curriculum for Agricultural Occupations Program - Phase I: Developing an Occupational Matrix and Completing a Job Title Purposive Study.
Principal Investigator: Wood, Eugene; And Others
Recipient Institution: Southern Illinois University, Agriculture Industries, Carbondale, Illinois 62901
Start—End Dates: Start Date 1 Feb 78; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD3-A8-590
Summary of Project: The project will produce a (1) horticulture job title matrix listing in a systematic format the job titles in horticulture; (2) validated listing of tasks for one job title; and (3) documentation of procedures which are effective in implementing V-TEC's in Illinois vocational programs. Procedures will be to (1) establish procedures in compliance with V-TEC's; (2) form the advisory committee; (3) prepare a job title survey; (4) formulate the horticulture matrix; (5) conduct the job title survey; (6) review and modify the job title survey; (7) identify a working committee for purposive study and establish task rejection criteria to identify core tasks and survey job incumbent personnel; and (9) review tasks and make a final report of matrix and purposive study to DAVTE. (Sec. 133)

VTP-3214

Current and Future Employment Opportunities in New and Emerging Occupations within Illinois.
Principal Investigator: Drewes, Donald W.
Recipient Institution: CONSERVA, Incorporated, 401 Oberlin Road, Suite 110-112, Raleigh, North Carolina 27605
Start—End Dates: Start Date 1 Mar 78; End Date 31 Aug 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD1-A8-599
Summary of Project: The project will (1) identify new and emerging occupations in the State of Illinois; (2) determine activities performed and skills required in each new and emerging occupation; (3) determine appropriate types and levels of training required in each identified new and emerging occupation; (4) obtain estimates of the current and future state-wide and sub-state area demand for workers in identified new and emerging occupations; and (5) describe occupational training needs by level (secondary/postsecondary), content, and sub-state region for each new and emerging occupation. Procedures will be to (1) review literature, legislation, and policies pertaining to new and emerging occupations; (2) identify organizations, agencies, and associations which are potential sources of information in new and emerging occupations; (3) conduct a telephone survey of agencies/organizations/associations; (4) review, synthesize, and interpret the survey data; (5) identify and obtain demand related statistical data; and (6) estimate demand for occupations previously identified. (Sec. 131)

VTP-3215

Curriculum Guide: Business Education Into the Eighties.
Principal Investigator: Alexander, Wilma Jean
Recipient Institution: Illinois State University, School Street, Normal, Illinois 61761
Start—End Dates: Start Date 1 Jan 78; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD1-A8-568
Summary of Project: The project will (1) revise the state curriculum guide, "Business Education for the Seventies;" (2) develop the revised guide to reflect the philosophy of business educators throughout the state of Illinois: (3) develop a guide which adequately reflects changes in technology which have and will affect the business world such as mini computers and word processing; (4) present the information in a format which can be updated at regular intervals through to 80's to reflect the changes which may occur in the business world requiring an update and/or expansion of the business education curriculum; (5) provide a guide which could be a basis of equalizing educational opportunities in business education throughout the state of Illinois; and (6) provide for dissemination of the information to all prospec-

tive users of the guide. A committee for each of 16 topic areas will be formed. Regional presidents will be contacted asking them to select three individuals, one secondary, one community college, and one university, to represent their regional organization on each of the 16 committees for a brainstorming session. The committees will use the information gained from the brainstorming sessions to supplement the development of their assigned topic. A member of the Publications Committee will be assigned to each of the committees in a liaison position to assure continuity and uniformity during the development process. Committees will work independently in development of the content to be included in their assigned topic area. Dissemination will be various methods such as county institutes, regional teachers' meetings, IVA Spring Conference, DAVTE workshops, mail, clearinghouse, etc. (Sec. 131)

VTP-3216

DAVEA Extension Training (DET).

Principal Investigator: Gibson, John R.

Recipient Institution: DuPage Area Vocational Education Atuhority Center, 301 North Swift Road, Addison, Illinois 60101

Start—End Dates: Start Date 19 Oct 77; End Date 30 Jun 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD1-A8-560

Summary of Project: The project will (1) determine the numbers of students/-clients each supporting agency would enroll; (2) meet, in the plan of implementation, the unique contractual requirements of each funding source; (3) determine all possible funding (financing) sources and how to utilize them in the operation of vocational training; (4) develop a plan which allows alternate patterns of enrolling students, (e.g., quarters, semesters, contracted number of hours, alternate day schedules); (5) determine the DAVEA capability (faculty, facility, program) available to meet the varied needs; (6) develop the unit costs for this alternative training; and (7) incorporate a comprehensive evaluation system. A planning coordinator will be retained who, with supportive services and direction from a committee of representatives from participating area agencies, will identify both the specific training needs of all area agency clientele and potential enrollments, and develop a plan of action within four months that can deliver vocational training in a flexible manner to meet the needs identified. This project will provide a model for area centers to follow in terms of providing alternatives to the traditional process of education. This report will also deal with the non-high school populations that could be served by the center. (Sec. 131)

VTP-3217

To Demonstrate How Schools Are Delivering Vocational Instruction Using Competency-Based Curricular Methods.

Principal Investigator: Cobb, Henry *, Jr.

Recipient Institution: Dupage Area Vocational Education Authority Center, 301 North Swift Road, Addison, Illinois 60101

Start—End Dates: Start Date 1 Feb 78; End Date 30 Jun 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD3-A8-593

Summary of Project: This project will (1) develop a description of the DAVEA Center competency-based vocational education; (2) develop a transportable model of the above; (3) develop an effective system for diffusion/dissemination of the DAVEA Center description entitled "Individually Guided Learning Sstem" (IGLS); (4) establish the DAVEA Center as a demonstration center for competency based vocational education; and (5) extend the evaluation and increase the validity of the DAVEA competency-based system by interviewing a sampling of employers, to examine their response to the system and the quality of training that the DAVEA Center provides, as they view it. Procedures will be to (1) prepare and describe the existing DAVEA Center learning delivery system for publication (the current descriptions need to be converted to common terms and language that can be understood by the education community; (2) create a multimedia program (print and nonprint) that may be disseminated to the education community, describing the method of creating and implementing the competency-based curriculum; (3) create an individualized package to aid other educators in understanding the concepts of the DAVEA IGLS (with this package, visitors can be aided, taught, and evaluated as a part of their visit to the demonstration center; and (4) create an evaluation system that would include employers, community members, parents, students, local school personnel, and DAVEA Center staff to evaluate the competency-based curricular methods established and used. (Sec. 133)

VTP-3218

Develop Competency-Based Curriculum Guides for Graphic Arts Vocational Programs.

Principal Investigator: Hayes, Bill

Recipient Institution: Johnsburg School District 12, 2117 West Church Street, McHenry, Illinois 60050

Start—End Dates: Start Date 3 Feb 78; End Date 30 Jun 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD3-A8-594

Summary of Project: The project will (1) develop a competency-based curriculum guide for a graphic arts program that will provide lesson plans for the instructor to use to implement this program; (2) determine job competencies including minimum competencies for job entry; (3) determine career ladders and criteria for promotion in this field; (4) develop a list of teaching resources and a curriculum guide for classroom teachers to use (daily lesson plans); (5) field test materials developed and make the needed changes; (6) print materials in quantity for each school to receive a copy; and (7) disseminate material developed statewide by the use of workshops and demonstration days at the school and develop self-study (individualized) packets for students. Procedures will be to (1) conduct a review of the literature to find what material is now available and adapt this to the program; (2) expand the present advisory council to provide input from business and industry; and (3) follow the AVTE publication entitled "Specification and Model Format for Curriculum Programs" in developing this project. (Sec. 133)

VTP-3219

Finance and Credit Curriculum Research - Phase I.

Principal Investigator: Harris, E. Edward

Recipient Institution: Northern Illinois University, 323 Wirtz Hall, DeKalb, Illinois 60115

Start—End Dates: Start Date 15 Feb 78; End Date 30 Jun 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD3-A8-596

Summary of Project: The project will (1) identify all the competencies that are most essential for the most common first level jobs in the field and finance and credit; (2) identify the most common career ladders and the most important criteria and promotion in the fields of finance and credit; and (3) prepare a curriculum guide that includes provisions both for teaching and the essential competencies and helping students to be aware of career opportunities and promotion criteria for the fields of finance and credit. The guide will include measurable objectives, suggested teaching strategies, a listing of resources available, and will serve as a guide on the career orientation and preparation levels. Procedures will be to (1) study marketing employment research literature, interview business executives, and conduct task analysis to help determine common and specialized competencies for verification for further consideration and identify career ladders as well as major criteria for promotion in selected distributive occupations with the largest number of individuals employed in the most common first level positions in the fields of finance and credit; (2) prepare competency statements and prioritize competencies for the most common first level positions in the fields of finance and credit; (3) prepare and field test the curriculum guide to teach identified essential competencies for the most common first level jobs, revise and print curriculum guide, and conduct inservice training; and (4) conduct inservice training on the curriculum guide for finance and credit. (Sec. 133)

VTP-3220

Illinois Experience-Based Career Education.

Recipient Institution: Decatur Public Schools District 61, 101 West Cerro Gordo Street, Decatur, Illinois 62523

Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD2-B8-553

Summary of Project: This project will (1) provide for an individualized curriculum with coordinated community involvement through the adapting of the Northwest Regional Educational Laboratory (NWREL) Experience-Based Career Education (EBCE) materials and experiences; (2) provide experiential community learning through individual projects that result in academic credit toward graduation; (3) enable students to obtain career and job opportunities information, assistance in determining future employment demands, and specific learning counseling through individualized projects in community settings; (4) provide students an opportunity to apply academic knowledge and skills in a community setting; (5) provide students the opportunity to explore a broader spectrum of career than presently available through the use of the community's resources; and (6)broaden the scope of career options presently available by elimination of sex role stereotyping. Procedures will be to (1) review staff roles; (2) review and/or revise areas receiving academic credit; (3) revise student program projects; (4) review and/or revise Community Employer sites; (5) initiate student recruitment increasing enrollment to 120-150; (6) complete student selection and student orientation; (7) plan demonstration activities; (8) recruit community resource organizations; (9) develop promotional materials for EBCE; and (10) evaluate EBCE using internal and external sources including third party

evaluation design. (Sec. 132)

VTP-3221

Illinois Experience-Based Career Education.

Recipient Institution: Joliet Township High School District 204, 201 East Jefferson Street, Joliet, Illinois 60432

Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD2-B8-554

Summary of Project: The project will (1) provide for an individualized curriculum with coordinated community involvement through the adapting of the Far West Laboratory (FWL) Experience-Based Career Education (EBCE) materials and experiences; (2) provide experiential community learning through individual projects that result in academic credit toward graduation; (3) enable students to obtain career and job opportunities information, assistance in determining future employment demands, and specific learning counseling through individualized projects in community settings; (4) provide students the opportunity to apply academic knowledge and skills in a community setting; (5) provide students the opportunity to explore a broader spectrum of careers than presently available through the use of community's resources; and (6) broaden the scope of career options presently available by elimination of sex role stereotyping. Procedures will be to (1) review staff roles and areas receiving academic credit; (2) revise student program projects; (3) review and/or revise Community Employer sites; (4) initiate student recruitment increasing enrollment to 120-150; (5) complete student selection; (6) plan demonstration activities; (7) recruit community resource organizations; (8) develop promotional materials for EBCE; and (9) evaluate EBCE using internal and external sources ir-cluding third party evaluation design. (Sec. 132)

VTP-3222

Illinois Experience-Based Career Education.

Recipient Institution: Sycamore Community Unit District 427, 315 We t Elm Street, Sycamore, Illinois 60178

Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD2-B8-555

Summary of Project: The project will (1) provide for an individualized curriculum with coordinated community involvement through the adapting of the Far West Laboratory (FWL) Experience-Based Career Education (EBCE) materials and experiences; (2) provide experiential community learning individual projects that result in academic credit toward graduation; (3) enable students to obtain career and job opportunities information, assistance in determining future employment demands, and specific learning counseling through individualized projects in community settings; (4) provide students an opportunity to apply academic knowledge and skills in a community setting; (5) provide students the opportunity to explore a broader spectrum of careers than presently available through the use of the community's resources; and (6) broaden the scope of career options presently available by elimination of sex role stereotyping. Procedures will be to (1) review staff roles; (2) review and/or revise areas receiving academic credit; (3) revise student program projects; (4) review and/or revise Community Employer sites; (5) initiate student recruitment increasing enrollment to 120-150; (6) complete student selection and student orientation; (7) plan demonstration activities; (8) recruit community resource organizations; (9) develop promotional materials for EBCE; and (10) evaluate EBCE using internal and external sources including third party evaluation design. (Sec. 132)

VTP-3223

Implementation of Clothing/Apparel, Accessories, and Home Furnishings Merchandising Curriculums in Secondary S:hool.

Principal Investigator: Lindstrom, Harriett

Recipient Institution: Community High School District 99, 1860 63rd Street, Downers Grove, Illinois 60515

Start—End Dates: Start Date 15 Feb 78; End Date 15 Aug 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD1-A8-598

Summary of Project: In order to promote and strengthen the use of interdisciplinary approaches in comprehensive secondary schools, this project proposes to (1) develop the cirricular approaches necessary to implement two state developed interdisciplinary guides in home furnishings merchandising and clothing/apparel and accessories merchandising; (2) provide quality direction to students in attaining marketable skills in sales and marketing competencies; (3) work toward satisfying the growing manpower needs in the fields of home furnishings, clothing/apparel, and accessories merchandising; and (4) demonstrate how to build a stronger occupational sequence of courses utilizing the strengths of two departments. Procedures will be to (1) establish a business and home economics teacher committee at Community High School District 99; (2) establish an adhoc advisory council to assist in curriculum development; (3) analyze existing curriculum in view of two interdisciplinary guides; (4) review literature, community job market, and community college programs; (5) develop curriculum guides to be utilized within existing traditional courses; and (6) develop a variety of systems of using the curriculum guides in educational settings. (Sec. 131)

VTP-3224

Improvement in Secondary Occupational Education Programs as Reflected Through an On Site Evaluation Process.

Principal Investigator: Tomlinson, Robert M.

Recipient Institution: University of Illinois, 345 Education Building, Urbana, Illinois 61801

Start—End Dates: Start Date 1 Feb 78; End Date 30 Jun 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD1-A8-580

Summary of Project: This project will (1) determine the extent to which the onsite evaluation process was helpful in program improvement and make recommendations relative to improvement of the process; (2) collect and make preliminary analysis of the preliminary evaluation instruments, One and Five Year Plans, onsite evaluation team reports, and collect data from local education agency personnel and onsite evaluation team members reflective of their perceptions of the helpfulness of the onsite evaluation process in improving the occupational education program; and (3) complete analyses of data collected during Phase I and describe results, conclusions, and recommendations for improving the onsite evaluation process. Procedures will be to (1) select a sample of 15 secondary local education agencies which have had their second onsite evaluation; (2) develop, pilot test, and administer data collection instruments to the selected personnel at the local education agency and the respective evaluation team members; (3) obtain existing onsite evaluation data including preliminary evaluation instruments, One and Five-Year Plans, and the evaluation team reports for the selected local education agencies; and (4) organize preliminary evaluation and instruments data into compatible form and complete preliminary analysis activities; and (5) complete analysis of data collected during Phase I and develop the final documents (complete technical report and executive summaries) and to provide them to DAVTE by 12/31/78. (Sec. 131)

VTP-3225

Improving Services to Disadvantaged and Handicapped Students in Occupational Education: A Model.

Principal Investigator: Winslow, Felix

Recipient Institution: Tilden High School, Chicago, Illinois 60609

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD2-C8-519

Summary of Project: The project will continue implementation and program development at the pilot site, Tilden High School, under the direction of an assistant principal functioning as program manager. All Phase II project components will be continued and utilized for demonstration as well as for student services. Eight additional sites in District 299 will be identified and developed to serve disadvantaged and handicapped populations. An assistant principal will be identified and act as program manager at each site. The project coordinator will coordinate activities at each of the nine sites and develop materials and procedures for dissemination to other local educational agencies. The project materials center will be utilized by all nine sites. Additional items will be purchased, catalogued, and made available for district-wide use. The project will continue to identify and develop new program components through mini-grant and staff development activities. All implementation and dissemination activities will be documented. The project coordinator will meet monthly with the local school principals to discuss project related concerns and report on time lines relating to this activity. Eight additional sites will be identified to develop similar services and programs for the disadvantaged and handicapped. Each of the nine sites will have modified schedules to allow for released time of staff directly working with students and have identified each site's program manager. This will be accomplished by the project coordinator meeting directly with the administrative staff of each of the nine sites. Documentation will include a record of conferences held and a summary of each session's findings. (Sec. 132, 120)

VTP-3226

Land Reclamation and Mining Occupations - Heavy Equipment Maintenance and Operation Phase II.

Principal Investigator: Smith, Dean O.

Recipient Institution: Pinckneyville Community High School District 101, Pinckneyville, Illinois 62274

Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD1-B8-549
Summary of Project: The project will enable plans developed under RDC-A7-257 to be implemented. An orientation course in Land Reclamation-Mining Occupations will be taught to students in the Pinckneyville Community High School and contracts will continue to be developed expanding industry-government-education cooperation. Objectives include: (1) preparing students with better, more realistic entry-level job skills, knowledges, and attitudes; (2) developing appropriate followup courses to be included in the program; (3) acquiring tools and equipment for instructional purposes; (4) increasing knowledge of land reclamation techniques; and (5) consulting and preplanning with IOE-DAVTE regarding an eventual demonstration center concept for the program. The orientation course will be taught to sophomores and juniors who have expressed an interest in the program. Curriculum guides developed during the planning phase will be utilized and supplemented by persons with expertise in the several areas to be covered. An evaluation will be made to determine overall outcomes of the project through its second year. DAVTE will be consulted frequently to keep it abreast of the progress and to receive suggestions from it as a major participant. The director of the project will continue with contacts previously established in order to stay abreast of industry manpower needs, skill demands of future employees, and legislation pertaining to the occupations and to reclamation in order to develop the most realistic program possible. (Sec. 131)

VTP-3227

Parenthood Education: A Curriculum Development.
Principal Investigator: Winsor, Helen B.
Recipient Institution: Northern Illinois University, Department of Home Economics, 209 Wirtz Hall, DeKalb, Illinois 60115
Start—End Dates: Start Date 15 Feb 78; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD3-A8-597
Summary of Project: The project will (1) develop a competency-based "Curriculum Guide in Parenting Education" for use in Illinois; (2) field test in the guide; and (3) disseminate the "Curriculum Guide in Parenting Education" as previously developed and field tested. Procedures will be to (1) identify experts in the field in Illinois; (2) identify competencies to form basis for curricula building; (3) develop criteria for each competency identified; (4) develop, identify, and compile enabling activities which will allow students to obtain competencies; (5) field test curricula materials; (6) deliver 500 copies to DAVTE; and (7) conduct dissemination workshops. (Sec. 133)

VTP-3228

Standards for Illinois ABAO Secondary (not including Cook County) Programs.
Principal Investigator: Stitt, Thomas; And Others
Recipient Institution: Southern Illinois University, Carbondale, Illinois 62901
Start—End Dates: Start Date 17 Oct 77; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD1-A8-558
Summary of Project: The project seeks to establish a list of operational quality standards for Illinois ABAO programs. Procedures will include: (1) steering committee selection; (2) development of a format for presenting the standards of quality to teachers; (3) securing IAVTA and DAVTE approval of quality forms; (5) hold a steering committee organization meeting; (6) secure approval of quality data forms from the steering committee; (7) duplicate and distribute copies of the standard of quality data forms with instructions for completion; (8) initiate a followup meeting to assure 100 percent participation; (9) tabulate by use of keypunch system and computer the results; (10) send the completed results of the standard of quality data forms to a panel of five top teachers; (11) teacher tested package presented to the steering committee for their approval; and (12) formulate the Illinois standard of quality data form into a final package for final approval and initial distribution at the ABAO summer conference in 1978. Five hundred copies of "Standards of Quality, Part I" will be delivered. (Sec. 131)

VTP-3229

V-TECS/Vocational-Technical Education Consortium of States.
Principal Investigator: Childers, B. E.
Recipient Institution: Southern Association of Colleges and Schools, Atlanta, Georgia
Start—End Dates: Start Date 1 Nov 77; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD3-A8-559
Summary of Project: The project will develop valid catalogs of performance objectives, criterion-referenced measures, and performance guides for use in vocational-technical education curriculum development. Projects are established following an analysis and selection of occupational domain areas for catalog development. For each domain, a state-of-the-art study is conducted and preliminary lists of tasks, tools, and equipment are developed based upon the review of existing literature. These preliminary lists are refined by extensive interviewing of incumbent workers and supervisors. The occupational inventory is then compiled and administered to a random sample of incumbent workers. Responses are obtained relative to task performance, task time-spent, task difficulty (optional), and tool and equipment utilization. The data are amassed by computer and several standard reports are generated. These reports are used by writing teams to determine those tasks to be converted to performance objectives. A field review version of the catalog of performance objectives, criterion-referenced measures, and performance guides is prepared, field tested, and refined. Two copies of 15 catalogues will be delivered. (Sec. 133)

VTP-3230

Student Questionnaire Data Collection and Analysis for the 1977-78 School Year.
Principal Investigator: Page, Donald
Recipient Institution: Kirkwood Community College, 6301 Kirkwood Boulevard, S.W., Cedar Rapids, Iowa 52406
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Iowa State Department of Public Instruction, Career Education Division, Grimes State Office Building, Des Moines, Iowa 50319
Summary of Project: The purpose of the project is to allow instructors to better understand the characteristics of the students they serve. A longitudinal study of the changes in student characteristics will also provide useful information on the statewide and individual institutional basis. Nearly 18,000 career education students will be involved in the study, which will involve student-questionnaire data collection and analysis. (Sec. 131)

VTP-3231

A Model to Facilitate Accountability Activities.
Principal Investigator: Tipton, Bettie
Recipient Institution: Kentucky State Department of Education, Bureau of Vocational Education, Capital Plaza Tower, Frankfort, Kentucky 40601
Start—End Dates: Start Date 15 Apr 78; End Date 30 Sep 78
Supporting Agency: Kentucky State Department of Education, Bureau of Vocational Education, Frankfort, Kentucky 40601
Contract and/or Control No.: X99884 (4406)
Summary of Project: Objectives of this project are to (1) develop a guide for accountability for use by vocational educators; (2) use the accountability indicators as components in the evaluation system for vocational education; and (3) field test and conduct inservice workshops prior to June 30, 1978, for a representation of local, regional, and state vocational educators to facilitate accountability activities. Procedures will include developing a guide for accountability and conducting workshops over the state for a representative group of vocational educators at the local, regional, and state levels. Practical experiences in the use of enrollments, completion, leavers, placement, and followups, work force needs, and student achievement for program planning and program improvement will be provided to the participants. The participants will be asked to teach their peers in a staff meeting how to use accountability indicators. The products to be delivered will be a handbook (sex fair) on accountability. (Sec. 132)

VTP-3232

Center for Economically Disadvantaged Persons.
Principal Investigator: Evans, Pat
Recipient Institution: Jefferson Parish Vocational-Technical School, Gretna, Louisiana 70053
Start—End Dates: Start Date 1 Mar 78; End Date 28 Feb 79
Supporting Agency: Louisiana State Department of Education, P.O. Box 44064, Baton Rouge, Louisiana 70804
Summary of Project: This project will attempt to establish and implement multi-purpose service programs to provide the necessary training, counseling, and services to displaced homemakers so they may achieve independence and economic security vital to a productive life. The pilot project will be in a major metropolitan area and will function as an outreach effort. Components will include: (1) intake of individual background information; (2) counseling services; (3) self-evaluation; (4) workshops and informal discussion groups; (5) information and referral services; and (6) a clearinghouse of information for and about displaced homemakers.

VTP-3233

Curriculum Development Proposal (Electronics.)
Principal Investigator: Marchand, Cleveland J., Jr.
Recipient Institution: Vocational Curriculum Development Research Center
Start—End Dates: Start Date 1 Mar 78; End Date 28 Feb 79
Supporting Agency: Louisiana State Department of Education, P.O. Box 44064, Baton Rouge, Louisiana 70804
Summary of Project: The purpose of the project is to revise and establish an up-to-date electronics core curriculum for use in the expanding postsecondary level state vocational programs in Louisiana. The curriculum to be developed will include: (1) current methods and techniques used in electronics; (2) provision for different exit points based on student abilities; (3) an attempt to meet the demands of industry; and (4) elimination of sex stereotyping.

VTP-3234

Expanding Vocational Horizons of Girls and Women: Women in Newer Non-Traditional Roles (WINNER).
Principal Investigator: Days, Rosetta H.
Recipient Institution: Grambling State University, Grambling, Louisiana 71245
Start—End Dates: Start Date 1 Mar 78; End Date 28 Feb 79
Supporting Agency: Louisiana State Department of Education, P.O. Box 44064, Baton Rouge, Louisiana 70804
Summary of Project: This project is designed to broaden the vocational horizons of girls and women through the elimination of sex bias and sex stereotype roles through a research design and training component. Specific goals are to (1) determine factors influencing career choices of girls and women; (2) develop criteria for determining sex role stereotyping in texts and curricula materials at the elementary and secondary level; (3) train a corps of paraprofessional leaders to help foster non-sex bias career choices; and (4) conduct workshops and establish a Career Information System to assist girls and women in selecting careers. The overall project is designed to employ a comprehensive approach with each phase being interrelated so as to complement the total program. The research component will involve approximately 4,000 women and girls at Grambling State University, the Laboratory High School, and the surrounding community. Approximately 35 undergraduate women students will undergo an intensive six-hour paraprofessional leadership training program. A series of mini-career workshops and seminars will be conducted for university and high school students and use resource male and female personnel engaged in nontraditional careers. Selected groups of students will have the opportunity to gain firsthand experiences through visits to business, industry, and other educational institutions.

VTP-3235

Industrial Maintenance Mechanics.
Principal Investigator: Bourgeois, P. A.
Recipient Institution: Sullivan Vocational-Technical Institute
Start—End Dates: Start Date 1 Mar 78; End Date 28 Feb 79
Supporting Agency: Louisiana State Department of Education, P.O. Box 44064, Baton Rouge, Louisiana 70804
Summary of Project: The project's purpose is to train students in the skills of a number of trades sufficient to qualify them to obtain employment as maintenance mechanics in shops and plants that use a variety of machinery and equipment.

VTP-3236

Occupational Home Economics Curriculum Expansion.
Principal Investigator: Kapp, Ann B.
Recipient Institution: Northeast Louisiana University, Monroe, Louisiana 71201
Start—End Dates: Start Date 1 Mar 78; End Date 28 Feb 79
Supporting Agency: Louisiana State Department of Education, P.O. Box 44064, Baton Rouge, Louisiana 70804
Summary of Project: This project is a continuation of a 1976-77 project in which five new occupational home economics programs in five school systems were planned, organized, and readied for the 1977-78 school year. The objectives are to (1) provide assistance (curricular and other supportive help) to teachers and administrators in the five programs begun this year and (2) to work with administrators and teachers in the area to establish five additional programs for 1978-79. Visits will be scheduled at least twice monthly in the spring and fall in the new program. University home economics education students will work with university faculty members in visitation and services. Individualized learning packets, record keeping systems, public relations activities, and demonstrations are examples of types of help to be given as needs are identified. During the spring semester, letters and visits will be used to encourage teachers and administrators to organize new programs. A workshop on the Northeast Louisiana University campus during the second summer term will be held for 20 teachers currently teaching occupational home economics, as well as persons interested in organizing programs. A week of supervised work experience will be included.

VTP-3237

Placement Center.
Principal Investigator: Joseph, Revera
Recipient Institution: Acadia Parish School Board, P.O. Drawer 309, Crowley, Louisiana 70526
Start—End Dates: Start Date 1 Mar 78; End Date 28 Feb 79
Supporting Agency: Louisiana State Department of Education, P.O. Box 44064, Baton Rouge, Louisiana 70804
Summary of Project: The purpose of the project is to establish a placement center to (1) serve as a job placement agency for students who have successfully completed vocational programs; (2) provide current, reliable, local and regional job information for use in schools by students, teachers, counselors, and others; (3) establish a foundation upon which an area-wide program of occupational information can be evolved by extension of services of the Center; and (4) provide feedback concerning job-oriented students by a followup system for use in effectively influencing the occupational development of other students.

VTP-3238

Providing Dissemination, Demonstration and In Service for an Exemplary Vocational Program.
Principal Investigator: Jenks, Houston C.
Recipient Institution: Saint Charles Parish Public Schools, Luling, Louisiana 70070
Start—End Dates: Start Date 1 Mar 78; End Date 28 Feb 79
Supporting Agency: Louisiana State Department of Education, P.O. Box 44064, Baton Rouge, Louisiana 70804
Summary of Project: The goal of this project is to disseminate statewide information regarding the Experience-Based Career Education program in operation in St. Charles Parish Public Schools. Objectives are to (1) disseminate information on model program to educational communities and the general public; (2) provide onsite observation and indepth orientation for potential adopters and interested observers; and (3) provide training to staffs of adopting school systems. The LEA will orient potential adopters from local school systems and interested observers who desire more of an indepth exposure to the project. Strategies used in each onsite visit to St. Charles Parish are divided into orientation, observation of student activites, and exit dialogue and wrap-up conference. School systems wishing to adopt the EBCE model will have their staffs trained by our project personnel through two alternatives: (1) Alternative A - Adoption of St. Charles Parish Model with three days of training on site in St. Charles Parish and five days of training for adopter in their own system or (2) Alternative B - Adopters of one of the other three national models with a one day conference with adopter and arranging for training by resource personnel from other national sites.

VTP-3239

Women at Work in New Careers.
Principal Investigator: Wilson, Sherman A.
Recipient Institution: Acadia Parish School Board, P.O. Drawer 309, Crowley, Louisiana 70526
Start—End Dates: Start Date 1 Mar 78; End Date 28 Feb 79
Supporting Agency: Louisiana State Department of Education, P.O. 44064, Baton Rouge, Louisiana 70804
Summary of Project: The objective of the program is to make female students aware of new careers for women by presenting examples in an interesting format. Procedures will be to (1) locate women involved in jobs not heretofore considered "women's work;" (2) film and interview these women on the job; and (3) record pertinent information about each different job classification or category. Sufficient copies of 16mm films, tapes, and booklets containing the data gathered will be produced for use in Acadia Parish schools to help eliminate involuntary sex discrimination on the part of the school system.

VTP-3240

Curriculum Development for Vocational Education-The Disadvantaged. Curriculum Development for Vocational Education-The Handicapped.
Principal Investigator: Jordan, Kenneth
Recipient Institution: Lewiston School Department, Dingley Building, 36 Oak Street, Lewiston, Maine 04240
Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78
Supporting Agency: Maine State Department of Educational and Cultural Services, Augusta, Maine 04330
Summary of Project: The purpose of the project is to extend/expand the use of individualized learning activity packages (LAPs) directed to enhance the use of individual opportunities for the disadvantaged in areas of job-level skills and the knowledge necessary for everyday living. Procedures will include establishing a resource center, providing instructors to conduct mini-workshops to train teachers in development and use of (LAPs), and operating a publishing facility to print and fill learning (LAPs) requests. (Part B)

VTP-3241

A Project for Increasing the Diffusion of Innovations Between Schools in the State of Maine.

Principal Investigator: Caffarella, Edward P.

Recipient Institution: University of Maine, Orono, Maine 04473

Start—End Dates: Start Date 1 Dec 77; End Date 30 Jun 78

Supporting Agency: Maine State Department of Educational and Cultural Services, Agusta, Maine 04330

Summary of Project: This project will attempt to increase the knowledge of the selected participants in the concept of diffusion. As a result, there should be a wider dissemination of project results throughout the state. The first phase of the project will be an investigation of the current state of dissemination within the Department of Educational and Cultural Services and in the Maine public schools. The second phase will be a series of four workshops on a variety of topics relating to the diffusion of innovations. The third phase will be the packaging and dissemination of project results.

VTP-3242

Accounting AV Modules.

Principal Investigator: Creager, L.; Parsons, M.

Recipient Institution: Hagerstown Junior College, 751 Robinwood Drive, Hagerstown, Maryland 21740

Start—End Dates: Start Date 1 Jul 78; End Date 28 Feb 79

Supporting Agency: Maryland State Department of Education, P.O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240

Summary of Project: College staff members involved in accounting would survey the accounting practices in use in the HJC service area and the survey results will be compared with existing tape and slide materials which will be revised if any discrepancies are found. The revised materials will be assessed by two members of the Accounting and Business Program Advisory Committee. Students enrolled in first-year accounting classes will use the revised materials. Their achievement will be monitored and their opinions of the material will be sampled. (Sec. 132)

VTP-3243

Applied Research/Disadvantaged.

Principal Investigator: Harris, Paul J.

Recipient Institution: Baltimore City Public Schools, Calvert and 23rd Streets, Baltimore, Maryland 21218

Start—End Dates: Start Date 1 Sep 78; End Date 30 Jun 79

Supporting Agency: Maryland State Department of Education, P.O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240

Summary of Project: The Special Needs Team's (SNT's) paramount concern in this project is to help reduce present levels of absenteeism and early withdrawal from schools. The team's focus will be on helping students with coping skills and by using various counseling techniques to modify and change negative and destructive behaviors. The teams are concentrating their efforts among tenth-grade students. Procedures will include: (1) comparing the overall records of those who qualify under program guidelines to help determine whether the program effectively reached the target population; (2) comparing statistically, the student truancy and withdrawal levels for the tenth grades in both target schools for the academic year; (3) gathering subjective data from school administrators, teachers, and SNT personnel as to their professional judgement and effectiveness of the team's effort in their respective areas; and (4) gathering similar subjective data from selective parents and students. (Sec. 131)

VTP-3244

Assessing Competency of Home Care Workers.

Principal Investigator: Hanson, Doris E.

Recipient Institution: Home Care Research, Inc., 30 East Patrick Street, Frederick, Maryland 21701

Start—End Dates: Start Date 1 Jun 78; End Date 30 Sep 78

Supporting Agency: Maryland State Department of Education, P.O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240

Summary of Project: The project will attempt to (1) locate and/or develop assessment methods for establishing the competency of home care workers; (2) estimate time and cost of pretesting methods; and (3) recommend ways to further test and validate assessment methods. Registered nurses will be used in the personal care segment with someone from another professional background for balance. The homemaking competencies will be responsible for competencies related to their area of expertise with either the nurse or home economist. Managers will be responsible for local coordination. (Sec. 131, 132)

VTP-3245

CAI in Home Economics.

Principal Investigator: Hunter, Dorothy B.

Recipient Institution: Montgomery County Public Schools, 850 Hungerford Drive, Rockville, Maryland 20850

Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79

Supporting Agency: Maryland State Department of Education, P.O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240

Summary of Project: The purpose of the project is to (1) determine the differences in learning in a traditional setting as opposed to computer assisted instruction (CAI) and other selected resources; (2) determine the attractiveness of CAI as a motivator to enrollment the second year of the study; and (3) use the results of the study to determine direction for program planning. Procedures will be to (1) select sample groups; (2) secure programs from VPI and arrange computer hook-up; (3) purchase one portable computer; (4) arrange summer workshop; (5) pretest control and experimental groups; (6) analyze collected data; (7) develop strategies to publicize CAI component of Independent Living course in schools containing experimental groups; and (8) prepare a summary of the study. (Sec. 131, 132)

VTP-3246

Curriculum Workshop for Vocational Teachers.

Principal Investigator: Smith, Max A.

Recipient Institution: Howard County Public Schools, 8045 Route 32, Columbia, Maryland 21044

Start—End Dates: Start Date 2 Aug 78; End Date 22 Aug 78

Supporting Agency: Maryland State Department of Education, P.O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240

Summary of Project: Objectives of this project are to (1) complete performance-based objectives as necessary for vocational programs at Howard Vocational-Technical Center; (2) develop lesson plans for meeting of objectives for each program; (3) develop plans for working effectively with the disadvantaged and handicapped; (4) plan for using aides effectively and efficiently; (5) develop performance-based objectives for the clerk/general office program; and (6) develop lesson plans including teaching materials, equipment needed, and strategies for meeting the objectives. Procedures will be to (1) identify competencies; (2) write a course of study; (3) develop competency profile; (4) develop teaching procedures sheets; (5) develop student competency sheets; (6) field test materials; and (7) review and revise these materials. (Sec. 131, 132 and Parts C and D)

VTP-3247

Development of an Information System and Strategies to Enable Vocational Education Teachers to Provide Guidance Services.

Principal Investigator: Mietus, Walter S.

Recipient Institution: University of Maryland, Department of Industrial Education, College Park, Maryland 20742

Start—End Dates: Start Date 1 Sep 78; End Date 30 Jun 79

Supporting Agency: Maryland State Department of Education, P.O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240

Summary of Project: The main intent of this project is to develop strategies and valid prototype career guidance materials which could be used by trade and industrial teachers. The theoretical model for the proposed system, "A Student Self Directed Career Search Inventory for Vocational Education," (SSDCSI) is based on Holland's Theory of Vocational Choice. The proposed career teaching devise (SSDCSI) and these strategies for teachers would eliminate the shortcomings mentioned in Holland's Theory. The SSDCSI would be designed to use the teacher's subject as a core and move out to a wide range of closely related jobs. The system, "A Student Self Directed Career Search Inventory for Vocational Education Student," (SSDCSI) would enable the teacher and student to recognize and identify realistic occupations for a wide range of abilities and for students with special needs. The system will also enable the teacher to identify least restrictive alternative occupations for the disadvantaged and handicapped students who have a desire to study vocational education subjects. Twenty-five copies of each of the three SSDCSI inventories (Construction Cluster, Manufacturing and Fabrication Cluster, and the Communication Cluster) and a teacher's handbook for using these will be submitted for dissemination in June 1979. (Sec. 131, 132, 134)

VTP-3248

Engineering Technology Modules.

Principal Investigator: Kimber, J.; Parsons, M.

Recipient Institution: Hagerstown Junior College, 751 Robinwood Drive, Hagerstown, Maryland 21740

Start—End Dates: Start Date 1 Jun 78; End Date 31 Jan 79
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240
Summary of Project: The purpose of the project is to develop engineering technology modules. The electrical engineering technolgoy faculty at Hagerstown Junior College (HJC) will identify the complex circuitry from which the modules will emanate. Faculty will prepare a series of transparencies, worksheets, and pre- and post-tests to allow the student to develop the necessary expertise in "trouble-shooting" complex circuitry. Faculty will design a series of self-paced laboratory activities designed to validate the "trouble-shooting" techniques developed through the use of the transparencies and worksheets. Faculty will use the multimedia modules with the students, who will complete questionnaires soliciting their opinions of the modules. Results will be tallied. (Sec. 131)

VTP-3249

Exemplary/Disadvantaged.
Principal Investigator: Parsons, M. H.
Recipient Institution: Hagerstown Junior College, 751 Robinwood Drive, Hagerstown, Maryland 21740
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240
Summary of Project: The funding of this project will enable employment of a prison liaison officer. The liaison officer will re-design the prison program model to accept a forty percent increase in the population to be served. The individual will work closely with education department personnel at the Maryland Correctional Training Center in bringing this objective to fruition. The person employed will establish a series of liaison procedures with those offices at Hagerstown Junior College charged with providing ancillary service to the disadvantaged inmate population. The liaison officer will conduct the day-to-day administrative operation of the program under the joint supervision of the Office of Student Affairs and the Office of Instructional Affairs. The liaison officer will be charged with the responsibility for program evaluation in cooperation with college, institutional, and third-party personnel. (Sec. 131, 132)

VTP-3250

FCC - Year Round Aviation/Avionics.
Principal Investigator: Larson, Jon H.
Recipient Institution: Frederick Community College, O'Possum Town Pike, Frederick, Maryland 21701
Start—End Dates: Start Date 1 Jun 78; End Date 31 Oct 79
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240
Summary of Project: The purpose of the project is to coordinate curriculum content with industry needs. Specific objectives will include: (1) identifying specific job placement opportunities; (2) identifying field training sites and schedules integrated with the curriculum plan; (3) identifying equipment needs and other costs; (4) identifying sources of industry support for program start-up costs; and (5) developing curricula and schedules which meet licensing and industry job-entry standards. Procedures will include assessing the feasibility of and proposing a schedule and implementation plan for expanding the present Aviation Maintenance Technology program to year-round operation and establishing an avionics option to the College's existing Electronics Technology and Aviation Maintenance Technology programs.

VTP-3251

Industrial Metrics Conversion.
Principal Investigator: Reynard, Robert
Recipient Institution: Catonsville Community College, 800 South Rolling Road, Catonsville, Maryland 21228
Start—End Dates: Start Date 12 Jun 78; End Date 30 Sep 78
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, Baltimore-Wasington International Airport, Baltimore, Maryland 21240
Summary of Project: The purpose of the project is to develop a base, generic instructional model that is easily adaptable to the needs of Condec Corporation and other industries. Procedures will be to (1) investigate available materials; (2) evaluate the results of past metric training programs offered through various sources; (3) identify the metric training needs of Baretta, Condec, and other industries requesting assistance; (4) develop base generic instruction model; (5) identify materials that apply to this model; (6) adapt materials as required to apply to the model; (7) distribute and field test materials; (9) revise as needed; and (8) prepare final report and bibliography of materials researched and reviewed. (Sec. 131)

VTP-3252

Interpreter Market Analysis and Skill Needs Project.
Principal Investigator: Wenckowski, Charlene
Recipient Institution: Howard Community College, Little Patuxent Parkway, Columbia, Maryland 21044
Start—End Dates: Start Date 1 Jul 78; End Date 1 Jan 79
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240
Summary of Project: This project will (1) identify existing opportunities for employment of interpreters in educational institutions, social service organizations, public service agencies, and business; (2) obtain information regardng expected changes in the demand for interpreters in the next five-year period; (3) determine the skills the above listed organizations seek when hiring interpreters; (4) determine education requirements of agencies that hire interpreters; (5) determine the effect that certification requirements have on skill needs for interpreters; (6) determine the salary that they can expect to earn; and (7) determine the current availability of interpreters. Howard Community College intends to use the information collected through this research to make decisions about the development and content of a program to train interpreters. (Sec. 131)

VTP-3253

Preparation for Non-Traditional Employment.
Principal Investigator: Crew, Michele
Recipient Institution: Baltimore New Directions for Women, 2517 North Charles Street, Baltimore, Maryland 21218
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240
Summary of Project: The purpose of the project is to (1) explore expectations and barriers to entering nontraditional occupations; (2) clarify job values; (3) orient participants to the world of work; (4) acquaint participants with employer expectations; (5) build good work habits; and (6) discover areas of support. With a series of nontraditional exploration workshops targeted at the student population who are in the process of choosing life careers, it is quite probable that a change of attitude may occur and new choices of work may ensue. The series of workshops is designed to allow a student to hear and see new ways of approaching the subject of nontraditional employment. (Sec. 131, 136)

VTP-3254

A Replicable Model for Bias-Free Reading Materials to Broaden Awareness of Careers for Potential Voctional Students.
Principal Investigator: Little, Charlotte B.
Recipient Institution: Howard County Public Schools, 8045 Route 32, Columbia, Maryland 21044
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240
Summary of Project: Project objectives are to (1) develop a curriculum writing inservice program to train teachers to integrate the teaching of reading skills with the teaching of home economics concepts to broaden occupational aspirations and vocational career awareness opportunities for youth and (2) assess student reading ability by administering a non-biased, vocational career awareness/home economics criterion-referenced test. The process will involve students in seventh grade home economics classes identified as having reading skill deficiencies on reading tests. A curriculum writing workshop will be conducted which will enable teachers to integrate reading skills with career awareness and home economics concepts and a special career awareness/home economics criterion-referenced test will be developed and field tested during the project. Curriculum development will be monitored to assure that all reading and testing materials developed for the program are bias-free and include concepts in the areas of career awareness and home economics. (Sec. 132)

VTP-3255

Sex Bias, Stereotyping in Management.
Principal Investigator: Marinich, Vladimir
Recipient Institution: Howard Community College, Little Patuxent Parkway, Columbia, Maryland 21044
Start—End Dates: Start Date 1 Jul 78; End Date 31 May 79
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240

Summary of Project: Procedures will include: (1) developing data on occupational patterns of women; (2) developing a unit (lesson) which addresses these patterns; (3) developing case studies (or role-playing scenarios) which deal with sex bias and stereotyping in the following work-related situations, hiring, performance appraisals, promotions, terminations, group interaction, and social interaction; and (4) developing a concluding lesson which covers litigation. (Sec. 131)

VTP-3256

Sex Fairness Resource Materials.
Principal Investigator: Henry, Dudley F.
Recipient Institution: Baltimore City Public Schools, Calvert and 23rd Streets, Baltimore, Maryland 21218
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240
Summary of Project: The objectives of the project are to (1) produce a series of occupational information brochures that present realistic and useful information about all trade programs offered in the Baltimore City Public Schools; (2) make it possible to present information in a manner that reflects sex fairness at this point in time; and (3) assist students in making career choices based upon current and predicted opportunities in a field unbiased by traditional sex stigmas. A series of career information brochures will be published to stimulate student interest, regardless of sex, in vocational education programs and encourage enrollment in these programs. The brochures, through text and pictures, will indicate to all students enrolled in the junior and senior high schools and selected elementary schools in the city, the role of the male and female in the world of work and the preparation required for entry-level employment. (Sec. 131, 136)

VTP-3257

Sex Fairness Resource Materials.
Principal Investigator: Warbasse, Elizabeth
Recipient Institution: Baltimore Community College, Liberty Campus, 2901 Liberty Heights Avenue, Baltimore, Maryland 21215
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240
Summary of Project: Procedures will include: (1) collecting and publishing an occupational resource guide which will be placed in junior, senior, and post-secondary institutions for use by educators, counselors, and students; (2) publishing a series of pamphlets for students at the junior, senior, and post-secondary level which include career inventory, values, self-assessment designs, and goal setting; (3) establishing a Women's Research Center at the Community College of Baltimore which will maintain and disseminate resource materials; (4) collecting, maintaining, and disseminating, through the use of video-taped and taped oral history, interviews of working men and women in traditional and nontraditional occupations; and (5) analyzing and evaluating resource and curriculum materials for bias through the creation of a permanent advisory committee working in a conference or workshop setting. (Sec. 131, 136)

VTP-3258

Staff Development for Part-Time Faculty.
Principal Investigator: Parsons, Michael H.
Recipient Institution: Hagerstown Junior College, 751 Robinwood Drive, Hagerstown, Maryland 21740
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240
Summary of Project: Instructional development and teaching technique assistance to the part-time faculty in Maryland's community colleges will be provided in this project. A representative interest inventory instrument will be selected and sent to each part-time, occupational instructor teaching at the participating colleges. A workshop planning team will be assembled from volunteers affiliated with participating colleges to tabulate all instruments and use the results to prepare the agenda for the workshop. The workshop planning team will identify the personnel who will conduct the actual workshops. An overall workshop evaluation instrument will be used to determine participant satisfaction. The workshop teams from each participating college will apply the material from the workshop in a staff development setting on the campus. (Sec. 132)

VTP-3259

Video Tape Packages for Career Awareness Seminars.
Principal Investigator: Ching, Wayne
Recipient Institution: Dundalk Community College, 7200 Sollers Point Road, Baltimore, Maryland 21222
Start—End Dates: Start Date 1 Sep 78; End Date 31 Aug 79
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240
Summary of Project: Objectives of the project are to (1) develop three packages in the area of career development/career awareness; (2) provide faculty members with materials they can use to present career development/career awareness material in their classrooms; and (3) provide students with materials they can read at a time and place that is convenient for them. In taping each seminar, the following tasks and procedures need to be followed: (1) planning stage, (2) implementation stage; (3) taping stage; and (4) production stage. (Sec. 132)

VTP-3260

Minnesota Research and Development Center - Basic Grant, Vocational Education Research.
Principal Investigator: Smith, Brandon B.
Recipient Institution: University of Minnesota, 145 Peik Hall, Minneapolis, Minnesota 55455
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Minnesota State Department of Education, Division of Vocational Education, St. Paul, Minnesota 55101
Contract and/or Control No.: 1-R-79
Summary of Project: Project objectives are to (1) stimulate and facilitate innovative research and research-related efforts; (2) increase the number and improve the competencies of producers and consumers of career and/or vocational education research and research-related materials; (3) disseminate research and research-related information to assist research and development efforts and to facilitate the implementation of worthy educational innovations; (4) create knowledge and transportable products or processes that have potential for long range and general qualitative improvements in vocational and/or career education programs; and (5) manage and create liaison with funding agencies. The MDRC will conduct a program of continuing research and development efforts in Minnesota based on an annual work plan prepared in consultation with several groups and agencies. It contains the programs and projects that the various groups consulted agreed are of highest priority to the state. The work plan is organized by continuing functions, the programs designed to carry out each function, and the specific projects to be conducted as part of each program of research. (Sec. 131)

VTP-3261

Planning Grant - Displaced Homemakers in Mower County.
Principal Investigator: Johnson, Lowell A. F.
Recipient Institution: Austin Area Vocational-Technical Institute, Austin, Minnesota 55912
Start—End Dates: Start Date 26 Jun 78; End Date 15 Oct 78
Supporting Agency: Minnesota State Department of Education, Division of Vocational Education, St. Paul, Minnesota 55101
Contract and/or Control No.: 86-120R-78
Summary of Project: Project objectives are to (1) gather data on the needs of the target group (displaced homemakers, re-entry women, female single parents, women interested in nontraditional career work, and others); (2) analyze the data to determine how to meet these needs; (3) identify and select resource persons with expertise to develop a plan to address the needs of the target group; and (4) prepare a proposal for submittal to funding agencies to implement the project. Project staff (at the Austin AVTI) will be employed to coordinate planning activities in preparing a proposal. Persons, agencies, and organizations who have been involved with activities in assisting displaced homemakers in southeastern Minnesota will be involved in the development of the proposal. Data will be gathered on the needs of the target group and analyzed to determine steps needed to improve economic conditions of the target group and analyzed to determine the steps needed to improve economic conditions of the target. A plan will be developed for implementing it. (Sec. 120R)

VTP-3262

PROJECT ENTER: Exploring Non-Traditional Employment Roles.
Principal Investigator: Rikke, Carol
Recipient Institution: Minnesota Valley Co-op Center, Granite Falls, Minnesota 56241
Start—End Dates: Start Date 1 Jan 78; End Date 30 Jun 78
Supporting Agency: Minnesota State Department of Education, Division of Vocational Education, St. Paul, Minnesota 55101

Contract and/or Control No.: 1-SB-78
Summary of Project: Objectives are to (1) develop a practical working model to reduce sex bias and sex-role stereotyping in vocational education that is applicable to area schools with co-op centers, tight budgets, declining enrollments, limited human resources, and traditional thinking; (2) provide supportive services for persons taking nontraditional courses; and (3) provide a list of resource people in nontraditional roles to serve as role models and speakers in the schools and in the community. Procedures will be to (1) form an advisory committee; (2) administer pre-post attitude assessments to secondary students; (3) offer inservice staff training; (4) develop and coordinate a Roving Resource Center to tour the MVCC home schools; and (5) develop and coordinate a Women's Resource Center in the AVTI. Products to be delivered will be a strategic model for reducing sex bias in rural school districts through the co-op center, a summary report of methods, experiences, and recommendations, a variety of handouts, and a media product to recruit nontraditionally for Agriculture Programs. (Sec. 136)

VTP-3263

Project LOVE (Lots of Vocational Education).
Principal Investigator: Kosidowski, Jon P.
Recipient Institution: Wadena Area Vocational-Technical Institute, Wadena, Minnesota 56482
Start—End Dates: Start Date 10 May 78; End Date 30 Jun 79
Supporting Agency: Minnesota State Department of Education, Division of Vocational Education, St. Paul, Minnesota 55101
Contract and/or Control No.: 1-PF-79
Summary of Project: Project objectives are to (1) create a greater awareness among Minnesotans about the purpose and services of vocational-technical education; (2) use various communications/public information activities in an attempt to measure their effectiveness in meeting the previous objective; and (3) stimulate inquiries about the Wadena AVTI and increase enrollments as anticipated by implementing objective two. Procedures will be to (1) develop an identifiable symbol for use on school public information materials; (2) use a variety of media announcements for awareness purposes; (3) expand and update student guidance and counseling materials; and (4) develop a formal educational awareness series for area high school counselors and administrators. (Sec. 134)

VTP-3264

Vocational Youth Group Energy Workshop.
Principal Investigator: Rosenwinkel, Howard
Recipient Institution: Anoka-Hennepin School District 11, Box 191, Anoka, Minnesota 55303
Start—End Dates: Start Date 1 May 78; End Date 30 Jun 78
Supporting Agency: Minnesota State Department of Education, Division of Vocational Education, St. Paul, Minnesota 55101
Contract and/or Control No.: 4-E-78
Summary of Project: Project objectives are to (1) provide vocational youth group officers and executive secretaries with an overview of the energy situation in this country; (2) provide planning sessions for developing youth group projects related to solving energy problems; and (3) assist in implementing the planned projects. A two-day conference and workshop for state officers and executive secretaries will be held to accomplish these objectives. The participation of recognized energy leaders will assist in accomplishing the agenda. (Sec. 132)

VTP-3265

Woodburning Presentation Development and In-Service Workshops.
Recipient Institution: Special Intermediate School District 916, 3554 White Bear Avenue, White Bear Lake, Minnesota 55110
Start—End Dates: Start Date 27 Mar 78; End Date 30 Sep 78
Supporting Agency: Minnesota State Department of Education, Division of Vocational Education, St. Paul, Minnesota 55101
Contract and/or Control No.: 4-CD-78
Summary of Project: Objectives are to (1) develop a presentation and course on use of wood as an alternate fuel; (2) develop slide presentations which correlate with above course; (3) furnish 38 copies of slide presentation, complete with trays, cassettes, and scripts; and (4) provide two regional workshops for inservice of AVTI instructors as selected by Adult Vocational Directors. A consultant will be hired to develop materials and scripts and present the workshop. MIMC will provide technical assistance in developing slide presentations and reproduction thereof. (Sec. 133)

VTP-3266

Field Validation of the Career Education Curriculum Project Modules: Phase II K-6 Field Validation; 7-12 Instrument Development.
Principal Investigator: Moore, Earl J.; Wellman, Frank E.
Recipient Institution: University of Missouri, Department of Counseling and Personnel Services, Columbia, Missouri 65201
Start—End Dates: Start Date 22 Sep 77; End Date 15 Aug 78
Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101
Summary of Project: Project objectives are to (1) utilize field sites to collect career education assessment data for experimental/control groups in grades K-6; (2) analyze data and provide a summary report on K-6 field validation for the C.E.C.P.; (3) develop performance objectives and test items to assess pupil achievement of career education outcomes from curriculum module instruction in grades 7-12; (4) develop process instruments to evaluate the curriculum module concepts, materials, and procedures for grades 7-12; and (5) refine instruments and develop a field validation plan for the 7-12 C.E.C.P. Phase II of the Career Education Curriculum Project will complete the field validation on K-6 assessment procedures developed in Phase I and develop instrumentation to assess the 7-12 C.E.C.P. curriculum modules. According to the K-6 field validation design, selected rural and urban sites will be utilized to collect experimental and control data for analysis. This information can be used to substantiate and/or modify the K-6 C.E.C.P. products. The 7-12 instrumentation development will require test item construction, field testing item validity and reliability, development of administrative procedures, and design of 7-12 field validation plan which will be carried through in Phase III. (Sec. 131)

VTP-3267

Career Decision Making.
Principal Investigator: Cooke, Winnie G.
Recipient Institution: Southeastern Community College, P.O. Box 151, Whiteville, North Carolina 28472
Start—End Dates: Start Date 1 May 78; End Date 1 Oct 78
Supporting Agency: North Carolina State Department of Education, Raleigh, North Carolina 27611
Contract and/or Control No.: 050478-77
Summary of Project: A goal of this program is to provide the developmental students that enter Southeastern Community College with the effective programs, personnel, and experiences which allow these students to make sound career decisions based upon knowledge of job requirements and an understanding of their own abilities and interests. Specific objectives are to (1) structure classroom activities in Resources for Student Learning developmental courses that will cause students to be successful; (2) implement techniques that will increase career motivation; (3) assist all developmental students in being able to make valid career decisions; and (4) assist all RSL development students in career entry, maintenance, and progression. Techniques that will be used to cause students to be successful include applying the principles of mastery learning, matching instructional styles with student learning styles, and Glasser's principles of Reality Therapy. Students will be taught how to acquire such job-hunting skills as how to write a resume, how to write letters of application, and interviewing techniques. (Sec. 132)

VTP-3268

The Development of a Model Preparatory Business Program for Educationally Disadvantaged Students.
Principal Investigator: Purvis, Walter E., Jr.
Recipient Institution: Martin Community College, P.O. Drawer 866, Williamston, North Carolina 27892
Start—End Dates: Start Date 1 Jun 78; End Date 1 Oct 78
Supporting Agency: North Carolina State Department of Education, Raleigh, North Carolina 27611
Contract and/or Control No.: 050478-77
Summary of Project: Objectives of the project are to develop a model preparatory business program for educationally disadvantaged students and prepare and distribute an evaluation report detailing the nature of the preparatory business program. The services of one full-time business instructor and one quarter-time clerical assistant will be directed to the development of the preparatory business program. The processes employed to develop the program will include a review of related curriculum materials, interviews with former developmental studies students who failed business courses, site visits to other technical institutes and community colleges, use of outside consultants, development of program format, and specification of curriculum and course content. (Sec. 132)

VTP-3269

Agribusiness Careers.
Principal Investigator: Gableman, Jack
Recipient Institution: Grand Forks Public Schools, Grand Forks, North Dakota 58201
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: North Dakota State Board for Vocational Education, State Office Building, 900 East Boulevard, Bismark, North Dakota 58505

Contract and/or Control No.: RR-78

Summary of Project: The project will attempt to determine the needs of a large school system that does not offer an agribusiness program to its students in terms of determining what courses should be provided. The project has been established as a forerunner of developing an agribusiness program in the Grand Forks school systems. The proposed project will attempt to determine the community needs and occupational opportunity for graduates of a high school agricultural program which is to be initiated in approximately three years time. Project staff will use middle school students as the basis for providing an understanding of the agricultural community and opportunities for employment. Students will study the agricultural methods and manufacturing or marketing procedures used by agricultural industry and management personnel. On the basis of the information provided to the students and that gathered by the project staff, the school personnel will be able to determine the needs for establishing an agricultural program in the Grand Forks school systems. (Sec. 132)

VTP-3270

Curriculum Development Project in Vocational Agriculture/Agribusiness.

Principal Investigator: Luft, Vernon

Recipient Institution: North Dakota State University, Agricultural Education Department, Fargo, North Dakota 58102

Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79

Supporting Agency: North Dakota State Board for Vocational Education, State Office Building, 900 East Boulevard, Bismarck, North Dakota 58505

Contract and/or Control No.: RR-74-B

Summary of Project: This project is to be the first year of a multi-year, curriculum upgrading activity in the state of North Dakota for the agricultural education program area. The project will determine (1) what units of instruction are currently in use on a statewide basis; (2) what units of instruction need to be revised for use on a statewide program; and (3) what units of instruction are not available for use in the state of North Dakota and develop such units. Project personnel will use the results of a survey questionnaire to formalize their methods in establishing a procedure to upgrade the existing agricultural education program in North Dakota. The secondary school systems in the state of North Dakota have been surveyed regarding the amount of use made by units of instruction based on the Oklahoma format so that a common basic core instructional program may be implemented in the school systems. A number of the basic core units available from the state of Oklahoma in their series Ag I - Ag IV are in use at the present time, but a number of them are not compatible to the needs of the state of North Dakota agricultural programs. Those that do not fit the program specifically will be revised or a new unit of instruction will be written to meet the needs of the state of North Dakota. (Sec. 133)

VTP-3271

Curriculum Master Plan for Senior High School Industrial Arts Programs in North Dakota.

Principal Investigator: Bender, Myron

Recipient Institution: University of North Dakota, Grand Forks, North Dakota 58202

Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79

Supporting Agency: North Dakota State Board for Vocational Education, State Office Building, 900 East Boulevard, Bismarck, North Dakota 58505

Contract and/or Control No.: RR-80

Summary of Project: Objectives of the project are to (1) assess the need for industrial arts programs at the senior level in North Dakota schools and to develop a master plan for industrial arts to be articulated with the vocational trade and industrial offerings; (2) determine the eligibility and criteria for financing industrial arts programs under vocational education guidelines; (3) establish the rationale, objectives, and content parameters for industrial arts programs and courses; and (4) develop the needed instructional resources and establish guidelines for the development of instructional materials for industrial arts to include in inservice activities. A Master Plan committee will be established by October 19, 1978. A survey instrument will be formulated to determine the present industrial arts courses offered in North Dakota schools. Meetings will be held to establish the parameters for the new vocational industrial arts articulation programs. Extensive committee member involvement including input from instructors in the field will be required and a writing session for the development of the final Master Plan will be held in the latter part of spring 1979. (Sec. 131)

VTP-3272

Demonstration and Research for Indian Vocational Education Curriculum Utilization.

Principal Investigator: Minhas, Jasjit

Recipient Institution: United Tribes Educational Technical Center, Bismarck, North Dakota 58501

Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79

Supporting Agency: North Dakota State Board of Vocational Education, State Office Building, 900 East Boulevard, Bismarck, North Dakota 58505

Contract and/or Control No.: RR-77

Summary of Project: Objectives are to (1) determine the effectiveness of the unit of instruction approach to curriculum instruction for native Americans in a controlled educational environment and (2) explore the possibilities of using Oklahoma-based instructional material in an educational setting for Indians, for the purpose of determining its use as a basic core curriculum. The project will purchase Oklahoma state curriculum materials in the areas of construction, welding, and auto body repair. These materials will be used as the instructional mode for Indian students at United Tribes Educational Training Center as a demonstration of the effectiveness of the unit of instruction approach. Various methods for providing the learning experience will be explored. Each student in the classes will receive a student copy of the instructional materials and will follow that course for the entire year to determine how much progress is made as opposed to former instructor-developed materials which have been used in the past. (Sec. 132)

VTP-3273

The Development of a Common Program of Study for Graphic Arts in North Dakota.

Principal Investigator: Gableman, Jack

Recipient Institution: Grand Forks Public Schools, Grand Forks, North Dakota 58201

Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79

Supporting Agency: North Dakota State Board for Vocational Education, State Office Building, 900 East Boulevard, Bismarck, North Dakota 58505

Contract and/or Control No.: RR-82

Summary of Project: The major objective of this project is to develop a basic core curriculum or adopt a set of instructional materials which can be used as a basic core curriculum for graphic arts programs in secondary schools in North Dakota. A committee of graphic arts instructors will be established for the purpose of reviewing existing curriculum materials. This committee will evaluate the materials and will recommend a basic core instructional unit for North Dakota secondary schools. The unit of instruction approach as used by Mid-America Vocational Curriculum Consortium or the Oklahoma State Department curriculum materials will be considered as the prime instructional methodology. Recommendations of the committee will be provided to state supervisors as the basic core of instruction for graphic arts programs. (Sec. 133)

VTP-3274

Educational Program to Serve Adults in Sparsely Populated Areas in North Dakota.

Principal Investigator: Haakenson, Harvey

Recipient Institution: Bismarck Junior College, Bismarck, North Dakota 58501

Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79

Supporting Agency: North Dakota State Board for Vocational Education, State Office Building, 900 East Boulevard, Bismarck, North Dakota 58505

Contract and/or Control No.: RR-76

Summary of Project: The purposes of the project are to (1) assess the need for Farm Management programs at the adult level; (2) determine necessary modifications and changes in the present Farm Management program to make it suitable for underpriviledged individuals; and (3) develop a research technique that can measure the value of Farm Management programs for disadvantaged persons. The project personnel will develop a survey instrument to determine the needs and wants of farms and/or ranchers in economically depressed or sparsely populated areas in North Dakota. They will conduct four one-day meetings utilizing a selected committee to discuss the problems of providing an agricultural program for disadvantaged people and will visit a successfully operating Farm Management program for disadvantaged persons in the United States.

VTP-3275

Student Vocational Organizational Model Plan.

Principal Investigator: Kohns, Donald

Recipient Institution: University of North Dakota, Business and Vocational Education Department, Grank Forks, North Dakota 58202

Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79

Supporting Agency: North Dakota State Board for Vocational Education, State Office Building, 900 East Boulevard, Bismarck, North Dakota 58505

Contract and/or Control No.: RR-79

Summary of Project: This project will develop a comprehensive plan for offering coordination and support services to North Dakota student vocational organizations to include (1) prioritized and sequential series of coordination and support services to complete yearly programs of work for student organizations; (2) development of a job description for a coordinator; and (3) development of a procedural manual containing activity planning, implementation, and evaluation policies and sample forms and checklists to

serve as a guide for various activities. The project will identify the activities required to complete yearly programs of work by utilizing existing Vocational Education Organizational Handbooks, guidelines, and applicable publications, along with recommendations from state staff and advisors. A job description will then be formulated for the Vocational Student Organization Coordinator and will be followed and/or refined during the course of the project to determine a final description of the coordinators position. The coordinator will be responsible for developing a comprehensive procedural plan for all student organization activities such as statewide and national meetings. (Sec. 132)

VTP-3276

An EBCE Model (CE)2 Adapted to the Severely Handicapped.
Principal Investigator: Gallo, Vincent A.
Recipient Institution: Jackson County Intermediate Education District, 101 North Graae Street, Medford, Oregon 97501
Start—End Dates: Start Date 1 Feb 78; End Date 15 Jun 78
Supporting Agency: Oregon State Board of Education, 942 Lancaster Drive North East, Salem, Oregon 97310
Summary of Project: The purpose of the project is to determine if the (CE)2 curriculum path can be adapted to the orthopedically handicapped student. Seven volunteer junior and senior students from Jackson County will be mainstreamed into the existing (CE)2 program of 51 students. Products to be delivered will include a documented case study report of the seven students admitted to the (CE)2 program and a computerization feasibility study.

VTP-3277

Cost Effectiveness of Cooperative Vocational Educaton for Capstone and Diversified Occupations.
Principal Investigator: Welch, Frederick G.
Recipient Institution: Pennsylvania State University, Division of Occupational and Vocational Studies, 207 Old Main Street, University Park, Pennsylvania 16802
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 83-8804
Summary of Project: Objectives of the project are to (1) do a cost effectiveness study of diversified and capstone occupations in cooperative vocational education throughout the State of Pennsylvania; (2) determine the types of levels of occupations involved in cooperative vocational education in both capstone and diversified occupations; (3) determine what effect the cooperative education program has had on the school dropout and youth unemployment rates in various labor market areas; (4) determine what effect, if any, cooperative education, in both capstone and diversified occupations, has on the educational program of the school; and (5) determine other benefits, such as personality adjustment, job adjustment, and maturity that can be contributed to the cooperative education program. Objectives will be met by sending questionnaires and making onsite visits with personal interviews in several major market areas. Guidance counselors, vocational teachers, and administrators will be contacted to determine school dropout information. Employment offices and personnel directors will be contacted to determine the youth unemployment effect of cooperative education. Employer and potential employers will be interviewed for public relations effect and to determine what effect, if any, cooperative education has had on their opinions. (Sec. 131)

VTP-3278

Curriculum Materials Review Project.
Principal Investigator: Howell, David L.
Recipient Institution: Pennsylvania State University, 102 Armsby Building, University Park, Pennslyvania 16802
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 85-8801
Summary of Project: Objectives of the project are to (1) review curriculum materials available throughout the United States to assess their usefulness to vo-ag programs in Pennsylvania and recommend materials judged useful to Pennsylvania teachers; (2) stock a curriculum resource center with basic selected vo-ag curriculum materials to be used by teacher education undergraduates in agricultural education and for inservice education; (3) recommend available curriculum materials for use to vocational agriculture teachers; and (4) identify unmet needs in curriculum resources. An advisory committee will be established to select and review instructional materials to determine their suitability for Pennsylvania's use. The materials will include both those developed within and outside of Pennsylvania. Materials found suitable will be purchased and stocked in a resource center at The Pennsylvania State University. Further, the recommended materials will be displayed at state vo-ag meetings and local teachers will be informed of their availability. A catalog of recommended materials will be developed. (Sec. 133)

VTP-3279

Developing Appropriate Communication Boards for Retarded Students to Assist Each in Preparing for Employment.
Principal Investigator: Hughes, Merrill I.
Recipient Institution: Delaware County Intermediate Unit 25, Sixth and Olive Streets, Media, Pennsylvania 19063
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 83-8802
Summary of Project: Objectives of the project are to (1) determine if teaching staff can design and create language boards that are both effective and inexpensive; (2) determine if increased efficiency in mastery of the use of the language board improves through student retention of the boards; (3) determine if increased numbers of nonverbal, retarded students are able to successfully communicate with special education and vocational teachers when given language boards for use; and (4) provide a model for other educators to use in developing language boards to aid special students in developing communication and vocational skills. To prepare as many nonverbal students as possible for successful entrance into vocational studies as secondary students, individual language boards will be created to expand the students' communication skills and improve their abilities in learning vocational skills. These language boards will be designed for each specific student's need and remain with the student at the Special Education Center, at home, and (later) at the Vocational Center. To accomplish this, a joint effort between the vocational staff and special education staff is proposed. The special education staff will diagnose the need for and design an appropriate type of language board for each student. The language boards will be constructed in cooperation with the vocational staff. The special education staff will instruct each student in the use of the board and, as sufficient skill is developed, each student will be referred to the appropriate vocational program for occupational preparation. (Sec. 131)

VTP-3280

Developing Competency-Based Activities and Evaluation Instruments for the Advertising Service Area of Distribution.
Principal Investigator: Danovitz, Saul
Recipient Institution: A. W. Beattie Area Vocational-Technical School, 9600 Babcock Boulevard, Allison Park, Pennsylvania 15101
Start—End Dates: Start Date 1 Jan 78; End Date 30 Jun 78
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 93-8009
Summary of Project: The project will (1) review and evaluate the competencies necessary for careers in the area of advertising services; (2) develop activities and evaluative instruments for distributive education student use; (3) evaluate the activities and evaluative instruments; and (4) review, if necessary, and prepare for distribution to distributive education teacher-coordinators. The Distributive Education Department of the University of Pittsburgh will conduct three one-day workshops. The following procedure will be used: (1) utilize previously identified essential competencies in the advertising services areas; (2) structure a format based upon National DECA criteria; (3) develop writing techniques; (4) write activities and evaluative instruments; (5) validate activities with business representatives from the advertising service areas; (6) rewrite if necessary; and (7) review and finalize. Evaluative instruments will be delivered. (Sec. 133)

VTP-3281

Development and Implementation of Industrial Arts Safety Guidelines.
Principal Investigator: Wilson, Wade
Recipient Institution: Cheyney State College, Cheyney, Pennsylvania 19319
Start—End Dates: Start Date 1 May 78; End Date 30 Jun 78
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 93-8017
Summary of Project: The purpose of the project is to develop and deliver an industrial arts safety guide for the Commonwealth of Pennsylvania. Cheyney State College, in cooperation with the Pennsylvania Department of Education and the Industrial Arts Association of Pennsylvania, will assemble an industrial arts safety committee and establish the framework for industrial arts safety guidelines for the Commonwealth. This committee will represent higher education, elementary and secondary schools, Pennsylvania Department of Education, Industrial Arts Association of Pennsylvania, and private industry. The industrial arts safety advisory committee will establish a task force whose responsibility will be to develop a comprehensive industrial arts safety guide for the Commonwealth of Pennsylvania. After an extensive review of the literature, the task force, through the assistance of consultants, will develop a safety guide for preliminary review by the industrial arts safety advisory committee. The guide will be validated by a special committee

made up of national, state, and local safety education experts. A final draft will be developed and prepared for inservice training and dissemination. (Sec. 133)

VTP-3282

Establishment of a Fire and Weather Station to Upgrade the Forest Protection Course.
Principal Investigator: Spoerke, Glenn R.
Recipient Institution: Williamsport Area Community College, 1005 West Third Street, Williamsport, Pennsylvania 17701
Start—End Dates: Start Date 1 Apr 78; End Date 30 Jun 78
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 93-8011
Summary of Project: The project will (1) add the following skills to the Forest Protection course: collection of fire weather data, maintenance of fire weather equipment, and determining the fire weather danger rating from weather data; (2) add the following skills to the secondary forestry program: collection of fire weather data and determining the fire weather danger rating from weather data; and (3) add "Fire Weather Collection" to the Elementray School Environmental Program carried on by the college. Weather forecasting equipment will be set up by the staff. Fencing will be installed around the station to prevent vandalism. Manuals for students will be purchased and a series of lectures and demonstrations will be given to train students in the use of the equipment. After this training, teams of students will start to take the weather data, determine the danger rating, and adjust the sign to display their results. Students will be evaluated on the accuracy of their readings, the knowledge of equipment use, and their reliability to do the tasks on their assigned days. (Sec. 133)

VTP-3283

Fulton County Coordinated Cooperative Education Concept.
Principal Investigator: Leader, Charles R.
Recipient Institution: Central Fulton School District, East Cherry Street, McConnellsburg, Pennsylvania 17233
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 84-8813
Summary of Project: The purpose of this proposal is to plan, design, and implement a coordinated cooperative education program based on the Blair County model. A needs assessment of the districts cooperative education and vocational programs will be conducted. In addition, a formative and summative evaluation design will be employed to provide feedback information on the program. The main component of the program is a centralized management and data collection system. (Sec. 132)

VTP-3284

Guidelines for Organizing and Administering a Competency-Based Adult Vocational Business Education Program.
Principal Investigator: Morrison, Phyllis
Recipient Institution: 5226 Westminster Place, Pittsburgh, Pennsylvania 15232
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 83-8803
Summary of Project: Objectives of the project are to (1) determine the kinds of entry-level office jobs (as classified and defined by the DOT) most available to adults seeking employment in Pennslyvania; (2) identify the competencies and subcompetencies which are needed by beginning office workers in these entry-level jobs; (3) design courses of study which will lead to the attainment of these needed competencies and subcompetencies: and (4) establish guidelines for organizing and administering these programs including recommended courses, approximate time needed for mastery, and suggested delivery systems. Procedures will be to (1) review and analyze current research pertaining to competencies needed in entry-level jobs including task analysis; (2) interview school administrators and vocational business education teachers at two or more secondary schools in geographically separated school districts with respect to their adult education programs and services in vocational businss education; (3) interview five or more adults enrolled in these programs with respect to their reactions to the courses, support services, and the degree of success they have achieved; (4) interview one or more office managers in each area served by these schools to determine the types of entry-level positions available, the competencies required for employment, and the success of graduates of the adult business programs presently employed; (5) design courses of study which will lead to the development of the needed subcompetencies and competencies; and (6) develop guidelines for organizing and administering appropriate programs including testing, career guidance, and needed support services. (Sec. 131)

VTP-3285

Mainstreaming Special Needs in Vocational Education.
Principal Investigator: Clark, William H., Jr.
Recipient Institution: Venango County Area Vocational-Technical School, One Vo-Tech Drive, Oil City, Pennsylvania 16301
Start—End Dates: Start Date 1 May 78; End Date 30 Jun 78
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 93-8010
Summary of Project: The project will determine the current functioning levels of special needs students enrolled in mainstreamed vocational content areas at the Venango County AVTS. Procedures will be to identify, assess, and evaluate work adjustment skills of special needs students mainstreamed into ongoing curriculum of the Venango County AVTS. (Sec. 133)

VTP-3286

Printing of Vocational-Technical Curriculum Resources.
Principal Investigator: Zimmerman, C. Robert
Recipient Institution: Berks County Area Vocational-Technical School, Antietam Valley Shopping Center, 3010 Saint Lawrence Avenue, Reading, Pennsylvania 19606
Start—End Dates: Start Date 1 May 78; End Date 30 Jun 78
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 98-8018
Summary of Project: The purpose of the project is to disseminate significant curriculum materials. In order to help the RCU accomplish the dissemination function, the Berks County AVTS is undertaking the printing of the following curriculum materials: (1) Industrial Arts Safety Guidelines; (2) Competency-Based Business Education Manuals (California and Arizona); and (3) Health Occupations Modules. (Sec. 133)

VTP-3287

Revision of Supervised Occupational Experience Program Materials.
Principal Investigator: Williams, William
Recipient Institution: Pennsylvania State University, 102 Armsby Building, University Park, Pennsylvania 16802
Start—End Dates: Start Date 1 May 78; End Date 30 Jun 78
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 93-8015
Summary of Project: This project will revise and update the following materials: 31 approved practices, 31 analysis sheets, goals for crops and livestock, efficiency factors for scoring the production record book, cost account charges for the production record book, the production record book, and the record book of skills and tasks. Procedures will be to (1) select qualified teachers of agriculture to participate in the revision and updating; (2) conduct a workshop in mid-April to develop format for the revisions and to establish the goals for the analysis sheets and goals publication; (3) establish a schedule for revising the publication; and (4) secure the service of a qualified non-University organization to assist in conducting the workshop, coordinating the activities, proofreading the manuscripts, and producing the final copies. (Sec. 133)

VTP-3288

A Study To Determine The Value of Membership in FBLA for Leadership Development.
Principal Investigator: D'Abrosca, Louis A.
Recipient Institution: University of Pittsburgh, 4M24 Forbes Quadrangle, Pittsburgh, Pennsylvania 15260
Start—End Dates: Start Date 1 Apr 78; End Date 30 Jun 78
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 83-8012
Summary of Project: The purpose of this study is to compare the nature of the post-high school leadership activities and accomplishments of selected FBLA competitive event winners of the Pennsylvania State Leadership Conference from 1970-1976, selected Pennsylvania FBLA members who did not participate in competitive events of the State Leadership Conference from 1970-1976, and selected Pennsylvania business education students who were not members of FBLA from 1970-1976. A random sample of 150 business education graduates from 1976-77 who were winners in FBLA events and members and non-members of FBLA were compared on the 12 goals of FBLA and their leadership characteristics as determined by their employer. The Chi-Square test and the one way analysis of variance will be used to determine if significant differences exist. (Sec. 131)

VTP-3289

Teacher In-Service Workshop in Metric Measurement.
Principal Investigator: Balog, George
Recipient Institution: McKeesport Area Vocational-Technical School, 3600

O'Neil Boulevard, McKeesport, Pennsylvania 15132
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 84-8806
Summary of Project: The project will (1) provide a two-day, inservce workshop for vocational teachers to orient them to metrics, acquaint them with the metric materials developed by the National Center for Research in Vocational Education at Ohio State University, and provide training on using metrics in the classroom; (2) develop metric instructional packages for each vocational program; and (3) provide classroom instruction to assist students in obtaining an acceptable level of performance in metric measurement. To facilitate the implementation and to assist with the inservice workshop, a staff person(s) has been identified to provide leadership at the local level. This person(s) will be made available for training, plan the local workshop, provide assistance to teachers during implementation, and collect data for reporting impact of the project. (Sec. 132)

VTP-3290

Teacher In-Service Workshop for Metric Measurement.
Principal Investigator: Barefoot, James J.
Recipient Institution: Carlisle Area School District, 623 West Penn Street, Carlisle, Pennsylvania 17013
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 84-8807
Summary of Project: Project objectives are to (1) provide a two-day, inservice workshop for vocational teachers to orient them to metrics, acquaint them with the metric materials developed by The National Center for Research in Vocational Education at Ohio State Unviersity, and provide training on using metrics in the classroom; (2) develop metric instructional packages for each vocational program; and (3) provide classroom instruction to assist students in obtaining an acceptable level of performance in metric measurement. To facilitate the implementation and to assist with the inservice workshop, a staff person(s) has been identified to provide leadership at the local level. This person(s) will be made available for training, plan the local workshop, provide assistance to teachers during implementation, and collect data for reporting impact of the project. (Sec. 132)

VTP-3291

Teacher In-Service Workshop for Metric Measurement.
Principal Investigator: Clark, William, Jr.
Recipient Institution: Venango County Area Vocational-Technical School, One Vo-Tech Drive, Oil City, Pennsylvania 16301
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 84-8810
Summary of Project: Project objectives are to (1) provide a two-day, inservice workshop for vocational teachers to orient them to metrics, acquaint them with the metric materials developed by the National Center for Research in Vocational Education at Ohio State University, and provide training on using metrics in the classroom; (2) develop metric instructional packages for each vocational program; and (3) provide classroom instruction to assist students in obtaining an acceptable level of performance in metric measurement. To facilitate the implementation and to assist with the inservice workshop, a staff person(s) has been identified to provide leadership at the local level. This person(s) will be made available for training, plan the local workshop, provide assistance to teachers during implementation, and collect data for reporting impact of the project. (Sec. 132)

VTP-3292

Teacher In-Service Workshop for Metric Measurement.
Principal Investigator: Moore, Juanita D.
Recipient Institution: Harrisburg Area Vocational-Technical School, 2915 North 3rd Street, Harrisburg, Pennsylvania 17110
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 84-8808
Summary of Project: Project objectives are to (1) provide a two-day, inservice workshop for vocational teachers to orient them to metrics, acquaint them with the metric materials developed by the National Center for Research in Vocational Education at Ohio State University, and provide training on using metrics in the classroom: (2) develop metric instructional packages for each vocational program; and (3) provide classroom instruction to assist students in obtaining an acceptable level of performance in metric measurement. To facilitate the implementation and to assist with the inservice workshop, a staff person(s) has been identified to provide leadership at the local level. This person(s) will be made available for training, plan the local workshop, provide assistance to teachers during implementation, and collect data for reporting impact of the project. (Sec. 132)

VTP-3293

Teacher In-Service Workshop for Metric Measurement.
Principal Investigator: Riebel, Edwin
Recipient Institution: Lenape Area Vocational-Technical School, 2215 Chaplin Avenue, Ford City, Pennsylvania 16226
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 84-8811
Summary of Project: Project objectives are to (1) provide a two-day, inservice workshop for vocational teachers to orient them to metrics, acquaint them with the metric materials developed by the National Center for Research in Vocational Education at Ohio State University, and provide training on using metrics in the classroom; (2) develop metric instructional packages for each vocational program; and (3) provide classroom instruction to assist students in obtaining an acceptable level of performance in metric measurement. To facilitate the implementation and to assist with the inservice workshop, a staff person(s) has been identified to provide leadership at the local level. This person(s) will be made available for training, plan the local workshop, provide assistance to teachers during implementation, and collect data for reporting impact of the project. (Sec. 132)

VTP-3294

Teacher In-Service Workshop for Metric Measurement.
Principal Investigator: Timm, Walter
Recipient Institution: Butler Area School District, 167 New Castle Road, Butler, Pennslyvania 16001
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 84-8809
Summary of Project: Project objectives are to (1) provide a two-day, inservice workshop for vocational teachers to orient them to metrics, acquaint them with the metric materials developed by the National Center for Research in Vocational Education at Ohio State University, and provide training on using metrics in the classroom; (2) develop metric instructional packages for each vocational program; and (3) provide classroom instruction to assist students in obtaining an acceptable level of performance in metric measurement. To facilitate the implementation and to assist with the inservice workshop, a staff person(s) has been identified to provide leadership at the local level. This person(s) will be made available for training, plan the local workshop, provide assistance to teachers during implementation, and collect data for reporting impact of the project. (Sec. 132)

VTP-3295

Teacher In-Service Workshop for Metric Measurement.
Principal Investigator: Waldman, Norman W.
Recipient Institution: Greene County Area Vocational-Technical School, R.D. 2, Box 40, Waynesburg, Pennsylvania 15370
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Pennsylvania State Deparment of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 84-8805
Summary of Project: Project objectives are to (1) provide a two-day, inservice workshop for vocational teachers to orient them to metrics, acquaint them with the metric materials developed by the National Center for Research in Vocational Education at Ohio State University, and provide training on using metrics in the classroom; (2) develop metric instructional packages for each vocational program; and (3) provide classroom instruction to assist students in obtaining an acceptable level of performance in metric measurement. To facilitate the implementation and to assist with the inservice workshop, a staff person(s) has been identified to provide leadership at the local level. This person(s) will be made available for training, plan the local workshop, provide assistance to teachers during implementation, and collect data for reporting impact of the project. (Sec. 132)

VTP-3296

Teacher In-Service Workshop for Metric Measurement.
Principal Investigator: Wesley, Robert E.
Recipient Institution: Tyrone Area School District, 1317 Lincoln Avenue, Tyrone, Pennsylvania 16686
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 84-8812
Summary of Project: Project objectives are to (1) provide a two-day, inservice workshop for vocational teachers to orient them to metrics, acquaint them with the metric materials developed by the National Center for Research in Vocational Education at Ohio State University, and provide training on using metrics in the classroom; (2) develop metric instructional packages for each vocational program; and (3) provide classroom instruction to assist students in obtaining an acceptable level of performance in metric measurement. To facilitate the implementation and to assist with the inservice workshop, a staff person(s) has been identified to provide leadership at the local level. This person(s) will be made available for training, plan the local workshop, provide assistance to teachers during implementation, and collect data for reporting impact of the project. (Sec. 132)

VTP-3297

Tool and Die Maker Curriculum Development.
Principal Investigator: Adelman, Frank W.
Recipient Institution: Pennsylvania State University, 207 Old Main, University Park, Pennsylvania 16802
Start—End Dates: Start Date 31 Mar 78; End Date 30 Jun 78
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 93-8013
Summary of Project: The project will (1) conduct a state-of-the-art study for the job title, "Tool and Die Maker" (601.280); (2) develop an inventory of tasks based on the state-of-the-art study and organize this in booklet form; (3) develop a final report of the domain study based on the state-of-the-art study (as time permits); (4) sample incumbent workers in the tool and die maker field as to their responses to the tasks identified in the domain study; (5) prepare a catalog of tasks required in tool and die making and in related occupations; and (6) develop a listing of DOT classifications of related occupations in which graduates in tool and die maker programs find employment. A state-of-the-art study will be conducted via an extensive review of numerous informational sources. Based on the findings in the state-of-the-art study, a comprehensive list of task performed by incumbent workers will be developed. The study and task list will provide an input for Phase II of the project; that is, validation of the task list and preparation of student objectives and evaluation measures. (Sec. 133)

VTP-3298

An Exemplary Child Care and Guidance Program for Hillwood High School.
Principal Investigator: Pinkerton, Nell F.
Recipient Institution: Metropolitan Nashville Public Schools, Nashville, Tennessee
Start—End Dates: Start Date 1 Jan 78; End Date 30 Sep 78
Supporting Agency: Tennessee State Department of Education, Cordell Hull Building, Nashville, Tennessee 37219
Contract and/or Control No.: E77-80
Summary of Project: The purposes of the project are to (1) provide more adequate instruction in preparing students for employment in child care centers and (2) incorporate instructional techniques to assist students in developing a positive self-concept. The program will take students enrolled in the child-care program and involve them in the activities of an existing child care center. Since many of the high school students are disadvantaged, two teachers will be utilized to provide additional remedial training, counseling services, and classroom work. (Sec. 132)

VTP-3299

Greene County Guidance and Placement Program.
Principal Investigator: Sellers, Floyd
Recipient Institution: Greene County Schools, Greeneville, Tennessee
Start—End Dates: Start Date 1 Jan 78; End Date 30 Sep 78
Supporting Agency: Tennessee State Department of Education, Cordell Hull Building, Nashville, Tennessee 37219
Contract and/or Control No.: E77-70
Summary of Project: Project objectives are to (1) insure entry-level marketable skills for students; (2) provide placement services for every student; (3) build utilization and coordination of community resources; and (4) provide a vocational information service. Information about occupations will be provided to students through the establishment of a placement center. Coordinated by a placement director, the project staff will also work closely with other school personnel. A team approach will utilize the administrators, counselors, rehabilitation teachers, craft teachers, and employers in helping place program graduates. (Sec. 132)

VTP-3300

A Summer Experience in Prevocational Education.
Principal Investigator: Colston, Henry L.
Recipient Institution: Hamilton County Schools, Chattanooga, Tennessee
Start—End Dates: Start Date 1 Jan 78; End Date 30 Sep 78
Supporting Agency: Tennessee State Department of Education, Cordell Hull Building, Nashville, Tennessee 37219
Contract and/or Control No.: E77-60
Summary of Project: Objectives of the project are to (1) provide students with exploration in eight occupational areas; (2) provide motivation for student achievement in future basic academic subjects; (3) present students a printed program sequence for each vocational course; (4) provide students with projected courses for grades 10-12; (5) identify students who can best benefit from vocational programs; and (6) insure that each student demonstrates knowledge of shop safety. A survey of math students will be made to determine their interest in the summer prevocational course. Assessment of these students will be made by using the Ohio Vocational Interest Survey. During the summer experience, students will rotate among eight vocational programs. Program completers will receive one-half credit. (Sec. 132)

VTP-3301

Systematic Approach to Vocational Evaluation (S.A.V.E.).
Recipient Institution: Metropolitan Nashville Public Schools, Nashville, Tennessee
Start—End Dates: Start Date 1 Jan 78; End Date 30 Sep 78
Supporting Agency: Tennessee State Department of Education, Cordell Hull Building, Nashville, Tennessee 37219
Contract and/or Control No.: E77-90
Summary of Project: The purpose of the project is to match handicapped youngsters' abilities and vocational course offerings, as well as relating both of these to opportunities for meaningful employment in the community. Systematic vocational evaluation and guidance will be provided to 126 youngsters currently enrolled or about to be enrolled in the VAP (Vocational Advancement Program). Because youngsters to be evaluated attend school in all parts of the country, a mobile vocational evaluation center consisting of a converted school bus will be used. (Sec. 132)

VTP-3302

A Proposal for Development of an Adult Distributive Education Mini-Adult Course 1977-78.
Principal Investigator: Reece, Barry L.
Recipient Institution: Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061
Start—End Dates: Start Date 1 Mar 78; End Date 30 Jun 78
Supporting Agency: Virginia State Department of Education, P.O. Box 6Q, Richmond, Virginia 23216
Contract and/or Control No.: 14-77-78
Summary of Project: A model system for ongoing implementation of concepts and diffusion of information to personnel regarding occupational education for handicapped and disadvantaged persons will be established in this project. It will synthesize and refine locally developed and adopted model materials, special services, and individually designed and directed programs for handicapped and disadvantaged persons. A model system will be implemented within the structure of the current vocational programs which will effectively meet the needs of all handicapped and disadvantaged students. The project will continuously monitor and assess implementation impacts by a series of evaluative conferences and/or instruments. Extensive delivery strategies will be developed for model demonstrations and information dissemination to personnel providing occupational education for handicapped and disadvantaged persons. (Sec. 132)

VTP-3303

Wisconsin Vocational Studies Center.
Principal Investigator: Strong, Merle E.
Recipient Institution: University of Wisconsin, 500 Lincoln Drive, Madison, Wisconsin 53706
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Wisconsin State Department of Education, Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702
Contract and/or Control No.: 20-003-150-318
Summary of Project: The project will provide for the basic operation of the Center and provide project direction to the numerous projects operated by the Center. Project objectives are to (1) coordinate and develop inservice training programs requested by State Board, State Department of Public Instruction, and local districts; (2) coordinate and conduct research and evaluation studies requested by State Board, DPI, State Advisory Council, and other agenices; (3) coordinate curriculum development projects requested by various agencies and institutions; and (4) provide consultative assistance by requested. (Sec. 130)

Project Title List (by state)

Georgia	Local Evaluation and External Validation Component of the State Vocational Evaluation System.	VTP-3204
Idaho	Assessment of Sex Equity in the State of Idaho.	VTP-3205
	Integrating HERO into Consumer/Homemaking Curricula.	VTP-3206
	Placement and Follow-up of Vocational Education Graduates.	VTP-3207
	Research Familiarization Project for Idaho Office Occupations Teachers.	VTP-3208
	Shorthand Curriculum Guide Workshop.	VTP-3209
	Staff Development Program for Idaho Vocational-Technical Instructors.	VTP-3210
Illinois	Analysis and Synthesis for Statewide Area Center Planning.	VTP-3211
	Articulation Model K-14 Health Occupations Education.	VTP-3212
	Competency Based Curriculum for Agricultural Occupations Program – Phase I: Developing an Occupational Matrix and Completing a Job Title Purposive Study.	VTP-3213
	Current and Future Employment Opportunities in New and Emerging Occupations within Illinois.	VTP-3214
	Curriculum Guide: Business Education Into the Eighties.	VTP-3215
	DAVEA Extension Training (DET).	VTP-3216
	Demonstrate How Schools Are Delivering Vocational Instruction Using Competency-Based Curricular Methods.	VTP-3217
	Develop Competency-Based Curriculum Guides for Graphic Arts Vocational Programs.	VTP-3218
	Finance and Credit Curriculum Research – Phase I.	VTP-3219
	Illinois Experience-Based Career Education.	VTP-3220
	Illinois Experience-Based Career Education.	VTP-3221
	Illinois Experience-Based Career Education.	VTP-3222
	Implementation of Clothing/Apparel, Accessories, and Home Furnishings Merchandising Curriculums in Secondary School.	VTP-3223
	Improvement in Secondary Occupational Education Programs as Reflected Through an On Site Evaluation Process.	VTP-3224
	Improving Services to Disadvantaged and Handicapped Students in Occupational Education: A Model.	VTP-3225
	Land Reclamation and Mining Occupations – Heavy Equipment Maintenance and Operation Phase II.	VTP-3226
	Parenthood Education: A Curriculum Development.	VTP-3227
	Standards for Illinois ABAO Secondary (not including Cook County) Programs.	VTP-3228
	V-TECS/Vocational-Technical Education Consortium of States.	VTP-3229
Iowa	Student Questionnaire Data Collection and Analysis for the 1977-78 School Year.	VTP-3230
Kentucky	Model to Facilitate Accountability Activities.	VTP-3231
Louisiana	Center for Economically Disadvantaged Persons.	VTP-3232
	Curriculum Development Proposal (Electronics).	VTP-3233
	Expanding Vocational Horizons of Girls and Women: Women In Newer Non-Traditional Roles (WINNER).	VTP-3234
	Industrial Maintenance Mechanics.	VTP-3235
	Occupational Home Economics Curriculum Expansion.	VTP-3236

	Placement Center.	VTP-3237
	Providing Dissemination, Demonstration and In Service for an Exemplary Vocational Program.	VTP-3238
	Women at Work in New Careers.	VTP-3239
Maine	Curriculum Development for Vocational Education-The Disadvantaged. Curriculum Development for Vocational Education-The Handicapped.	VTP-3240
	Project for Increasing the Diffusion of Innovations Between Schools in the State of Maine.	VTP-3241
Maryland	Accounting AV Modules.	VTP-3242
	Applied Research/Disadvantaged.	VTP-3243
	Assessing Competency of Home Care Workers.	VTP-3244
	CAI in Home Economics.	VTP-3245
	Curriculum Workshop for Vocational Teachers.	VTP-3246
	Development of an Information System and Strategies to Enable Vocational Education Teachers to Provide Guidance Services.	VTP-3247
	Engineering Technology Modules.	VTP-3248
	Exemplary/Disadvantaged.	VTP-3249
	FCC – Year Round Aviation/Avionics.	VTP-3250
	Industrial Metrics Conversion.	VTP-3251
	Interpreter Market Analysis and Skill Needs Project.	VTP-3252
	Preparation for Non-Traditional Employment.	VTP-3253
	Replicable Model for Bias-Free Reading Materials to Broaden Awareness of Careers for Potential Vocational Students.	VTP-3254
	Sex Bias, Stereotyping in Management.	VTP-3255
	Sex Fairness Resource Materials.	VTP-3256
	Sex Fairness Resource Materials.	VTP-3257
	Staff Development for Part-Time Faculty.	VTP-3258
	Video Tape Packages for Career Awareness Seminars.	VTP-3259
Minnesota	Minnesota Research and Development Center – Basic Grant, Vocational Education Research.	VTP-3260
	Planning Grant – Displaced Homemakers in Mower County.	VTP-3261
	PROJECT ENTER: Exploring Non-Traditional Employment Roles.	VTP-3262
	Project LOVE (Lots of Vocational Education).	VTP-3263
	Vocational Youth Group Energy Workshop.	VTP-3264
	Woodburning Presentation Development and In-Service Workshops.	VTP-3265
Missouri	Field Validation of the Career Education Curriculum Project Modules: Phase II K-6 Field Validation; 7-12 Instrument Development.	VTP-3266
North Carolina	Career Decision Making.	VTP-3267
	Development of a Model Preparatory Business Program for Educationally Disadvantaged Students.	VTP-3268
North Dakota	Agribusiness Careers.	VTP-3269
	Curriculum Development Project in Vocational Agriculture/Agribusiness.	VTP-3270
	Curriculum Master Plan for Senior High School Industrial Arts Programs in North Dakota.	VTP-3271
	Demonstration and Research for Indian Vocational Education Curriculum Utilization.	VTP-3272
	Development of a Common Program of Study for Graphic Arts in North Dakota.	VTP-3273

	Educational Program to Serve Adults in Sparsely Populated Areas in North Dakota.	VTP-3274
	Student Vocational Organizational Model Plan.	VTP-3275
Oregon	EBCE Model (CE)2 Adapted to the Severely Handicapped.	VTP-3276
Pennsylvania	Cost Effectiveness of Cooperative Vocational Education for Capstone and Diversified Occupations.	VTP-3277
	Curriculum Materials Review Project.	VTP-3278
	Developing Appropriate Communication Boards for Retarded Students to Assist Each in Preparing for Employment.	VTP-3279
	Developing Competency-Based Activities and Evaluation Instruments for the Advertising Service Area of Distribution.	VTP-3280
	Development and Implementation of Industrial Arts Safety Guidelines.	VTP-3281
	Establishment of a Fire and Weather Station to Upgrade the Forest Protection Course.	VTP-3282
	Fulton County Coordinated Cooperative Education Concept.	VTP-3283
	Guidelines for Organizing and Administering a Competency-Based Adult Vocational Business Education Program.	VTP-3284
	Mainstreaming Special Needs in Vocational Education.	VTP-3285
	Printing of Vocational-Technical Curriculum Resources.	VTP-3286
	Revision of Supervised Occupational Experience Program Materials.	VTP-3287
	Study To Determine The Value of Membership in FBLA For Leadership Development.	VTP-3288
	Teacher In-Service Workshop for Metric Measurement.	VTP-3289
	Teacher In-Service Workshop for Metric Measurement.	VTP-3290
	Teacher In-Service Workshop for Metric Measurement.	VTP-3291
	Teacher In-Service Workshop for Metric Measurement.	VTP-3292
	Teacher In-Service Workshop for Metric Measurement.	VTP-3293
	Teacher In-Service Workshop for Metric Measurement.	VTP-3294
	Teacher In-Service Workshop for Metric Measurement.	VTP-3295
	Teacher In-Service Workshop for Metric Measurement.	VTP-3296
	Tool and Die Maker Curriculum Development.	VTP-3297
Tennessee	Exemplary Child Care and Guidance Program for Hillwood High School.	VTP-3298
	Greene County Guidance and Placement Program.	VTP-3299
	Summer Experience in Prevocational Education.	VTP-3300
	Systematic Approach to Vocational Evaluation (S.A.V.E.).	VTP-3301
Virginia	Proposal for Development of an Adult Distributive Education Mini-Adult Course, 1977-78.	VTP-3302
Wisconsin	Wisconsin Vocational Studies Center.	VTP-3303

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Revised July 1977

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